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ABSTRACT

More than 1,000 studies of reading research published between July 1, 1982, and June 30, 1983 are summarized in this report. The studies are arranged into six categories: (1) Summaries of Reading Research, (2) Teacher Preparation and Practice, (3) The Sociolgy of Reading, (4) Physiology and Psychology of Reading, (5) The Teaching of Reading, and (6) The Reading of Atypical Readers. The majority of studies presented are classified under the Physiology and Psychology of Reading section, whose largest subdivisions are Comprehension Research and Factors Related to Reading Disability. Many of the studies listed under the Sociology of Reading heading pertain to content analysis of printed materials and the use of mass media, while the testing subcategory is the largest under the Teaching of Reading heading. (FL)

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SAM WEINTRAUB, HELEN K. SMITH,
NANCY L. ROSER, MICHAEL W. KIBBY,
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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinions on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

Into Uncharted Waters

Railings against the current status of research, the quality of research, and the types of research engaged in are scarcely a new phenomenon. Yet they are an exercise that is necessary for a profession if it is to grow. As the concerns about the quality of research as well as its isolation from practice continue to grow, it will become increasingly difficult to ignore all the critics and to continue implementing safe but possibly inappropriately used designs. At some point, the field as a whole may come to grips with or at least consider the idea that something is wrong.

This editorial is not intended as another in the growing list of diatribes about the status of research. Rather, in it I would like to speculate on a very few of the possible reasons for the resistance to change in research design and to urge, as others have, that we sail into uncharted waters. However, it should be recognized that some changes have occurred. In each subsequent annual summary, it is possible to identify increasingly diverse groupings of design types.

Obviously, one factor resisting change is inertia. It is simply much easier to continue doing what one is comfortable with, what is known, and what is acceptable. Furthermore, most individuals in the field have been exposed in their education to only a limited number of research design types and usually with a heavy orientation on statistical analysis. Once educated in that mode of thinking, it becomes difficult to break out.

Related to the first reason is that advisory boards on refereed journals, too, tend to think along the lines of what they know as being the acceptable way to conduct research. Research in many journals thus has become almost synonymous with statistical analysis. Thus if a manuscript breaks from the expected design, it is quite possibly viewed as less adequate than a manuscript in which the design elements have followed the well-known and accepted procedures. We have fewer and less well established guidelines for different designs and perhaps we are less certain of the criteria to apply in evaluating them.

In a recent issue of the *Phi Delta Kappan* (March, 1984), Eisner and Baker engage in an interesting exercise. Each takes a different stance on whether or not educational research *can* inform educational practice. Both authors agree that some changes are called for in the way in which research is conducted. Some of their reasoning is relevant to the discussion posed herein about our reluctance to attempt new directions in research.

Among the many telling points made by both writers is Baker's statement that the university incentive system works against the more practical kinds of educational research (p. 455). This is so, she contends, because serious study of school life calls for both long term efforts and a team of scholars. However, the reward system encourages quantity of publications, thereby leading to short-term studies conducted and authored by one person.

In his article, Eisner notes that "classrooms are complex places, and well-controlled experiments have little ecological validity." (p. 449). Further, he writes that ". . .those engaged in educational research should have an intimate acquaintance with life in classrooms." (p. 450). Again, to achieve that kind of knowledge would mean that a considerably greater portion of time would need to be spent in classrooms. For those younger faculty members, the time commitments may be too demanding in terms of their need to achieve tenure and promotion.

The sheer complexity of the classroom setting in which reading occurs militates against efforts to come up with adequate descriptions of it, yet it is important that we do not continue to distance "ourselves from the phenomena that should be central to our studies..." (Eisner, 1984, p. 450). New directions and new efforts at unique, creative ways of collecting important data are critical. Although I agree with Eisner that we have moved forward to a wider view of research methodology in education, we need still other attempts. "For the kind of educational science we need, we will have to design our own ship and sail it into the waters we seek to map." (p. 452). The voyagers and explorers of Columbus' time are needed today.

Sam Weintraub

REFERENCES

BAKER, EVA L. Can educational research inform educational practice? Yes! *Phi Delta Kappan,* 65, (March 1984), 453-455.

EISNER, ELLIOT W. Can educational research inform educational practice? *Phi Delta Kappan,* 65, (March 1984), 447-452.

A microfiche edition of this *Annual Summary of Investigations Relating to Reading* is available. Annotated citations are provided in author and subject sequences on eye-readable, 4 X 6 cards; the full-text documents are reproduced on 4 X 6 high-quality microfiche which utilizes an exclusive image indexer. Printed author and subject indexes are included, and a demonstration workshop is available to train staff and students in the use of the collection. For further information about the microfiche edition of this *Annual Summary* or any previous *Summary*, contact the Alvina Treut Burrows Institute, Inc., P.O. Box 49, Manhasset, N.Y. 11030 (516) 869-8457.

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*Summary of investigations relating to reading July 1, 1982 to June 30, 1983**

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SUMMARIZES over 1,000 reports of reading research published between July 1, 1982, and June 30, 1983. The research studies are categorized into six major areas, five of which have been further subcategorized. The majority of studies reported were classified into the Physiology and Psychology of Reading area. Large subdivisions under that major category include Comprehension Research and Factors Related to Reading Disability. Large groupings of studies in the Sociology of reading are concerned with the content analysis of printed materials and the use of mass media. Under the Teaching of Reading category, the subcategory Testing remains the largest. A listing of other general bibliographies of reading research appears as the first major category of the present summary.

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*The authors are indebted to Peter Fisher, a graduate student at the State University of New York at Buffalo for the major work of identifying articles. Primary financial support of the annual summary is provided by the International Reading Association. Additional funding is supplied by the Alvina Treut Burrows Institute, Inc. Two other people help the summary to function properly. Margaret Collins is our efficient secretary, who sees that everything is where it's supposed to be. Carol Roth, our dependable work study student, sees that materials are photocopied and filed.

I. Summaries of reading research

Only general summaries of reading research have been placed in this category. Summaries of specific research areas have been placed in the appropriate subcategory.

Bentley, Diana, & Goodacre, Elizabeth J. *British Register of Reading Research*, No. 7. Reading, Berkshire: University of Reading School of Education, Summer 1982.

Lists a register of on-going research and a register of completed research in Great Britain, all by title, author, institution, year started, and type of research. Additionally, about 40 abstracts of recently completed research are presented.

Dieterich, Daniel J., & Behm, Richard H. Annotated bibliography of research in the teaching of English: January through June 1982. *Research in the Teaching of English*, December 1982, *16*, 355-379.

Annotates published and unpublished research in the teaching of English under the subheadings of Language, Literature and media study, Writing, and Teacher education. Further categorizes under each heading into Preschool and elementary, Secondary, College and adult, and Research reviews. Included are dissertations and ERIC documents.

Dieterich, Daniel J., & Behm, Richard H. Annotated bibliography of research in the teaching of English: July through December 1982. *Research in the Teaching of English*, May 1983, *17*, 171-199.

Continues the listing of research abstracts cited above but for the second half of 1982. The same categories are used.

Goodacre, Elizabeth, J. *Reading Research Review 1981*. Reading, Berkshire: University of Reading School of Education, 1981.

Surveys reading research published in Great Britain in 1981. The survey section reviews research under the headings of Reading standards and tests, Dyslexia and specific reading retardation, Reading development, and Reading materials and interests. Other sections include abstracts of research reported in articles and books.

Goodacre, Elizabeth. Reading research in Great Britain—1981. *Reading*, July 1982, *16*, 67-78.

Reviews research published in Great Britain in 1981. In addition to British journals and books, the author cites references from the proceedings of UKRA's Seventeenth Annual Conference. Research is reviewed in four categories: Reading standards and tests, Dyslexia and specific reading retardation, Reading development, and Reading materials and interests.

Goodacre, Elizabeth. Reading research in Great Britain—1980. *Reading*, July 1981, *15*, 5-14.

Reviews research published in Great Britain in 1980. In addition to British journals, the author cites references from the proceedings of UKRA's Sixteenth Annual Conference. Research is reviewed in five categories: Reading standards and tests, Dyslexia and specific reading retardation, Remedial reading and provision, Reading development, and Materials and reading.

Kamarás, Istvan, & Nagy, Attila. Reading research in Hungary. *Journal of Research in Reading*, September 1981, *4*, 81-91.

Reviews some of the research relating to reading published in Hungary from 1965 to 1980. Research is reviewed in five categories: Investigations concerning the psychology of reading, Children's reading, Reading habits, Patterns of taste-motivation, and Research into the reader's response.

Molloy, Brendan, & Greaney, Vincent. Reading in the Republic of Ireland: A bibliography. *Irish Journal of Education*, Summer 1982, *16*, 3-15.

Presents a bibliography of 157 studies of reading carried out in the Republic of Ireland. Studies are categorized under six headings: Curriculum and curriculum evaluation, Social factors and reading, Psychology of reading, Teaching and learning of reading, Tests, and Research summaries. The bibliography includes titles of books and tests, articles from journals and conference proceedings, official curriculum reports, and unpublished theses.

Page, William, & Moore, David. Significant research in reading: 1960-1980. *The New England Reading Association Journal*, Autumn 1982, *17*(3), 35-43.

Reports results of research between 1960 and 1980 identified as significant through 1) published surveys of reading professionals' judgments of significant studies, 2) a poll of 22 colleagues, and 3) personal judgment. Six areas are presented: 1) the Goodmans' miscue analysis, 2) cognitive studies of reading comprehension from the Center for the Study of Reading, 3) Durkin's beginning reading readiness research, 4) Herber's reports on reading in the content areas, 5) Chall's *Learning to Read: The Great Debate*, and 6) teacher effectiveness investigations.

Seifert, Mary. IRA award-winning research. *The Reading Teacher*, November 1982, *36*, 150-156.

Summarizes studies which received awards at the 1982 IRA Annual Convention, and the Distinguished Research Address delivered at the award ceremony.

Weintraub, Sam; Smith, Helen K.; Roser, Nancy L.; Hill, Walter R.; & Kibby, Michael W. *Summary of investigations relating to reading, July 1, 1981 to June 30, 1982*. Newark, Delaware: International Reading Association, 1983.

Abstracts approximately 850 published research reports in reading. The research is categorized under the following six major headings: Summaries of reading research, Teacher preparation and practice, Sociology of reading, Physiology and psychology of reading, Teaching of reading, and Reading of atypical learners. Studies are then categorized under the main headings.

II. Teacher preparation and practice

II-1 Behavior, performance and knowledge, practices, effectiveness

Allington, Richard L. The reading instruction provided readers of differing reading abilities. *The Elementary School Journal*, May 1983, *83*, 548-559.

Argues that good and poor readers differ in their reading ability as much because of differences in instruction as because of variations in individual learning styles. To document the tenet, the author examines the literature and cites his own experience to describe the use of time allocated for reading instruction in elementary classrooms, the instructional emphases of teachers during reading instruction, and the verbal behaviors of teachers in response to errors children make when reading aloud. Suggestions are offered for enhancing instruction for poor readers.

Mason, Jana M. An examination of reading instruction in third and fourth grades. *The Reading Teacher*, May 1983, *36*, 906-913.

Reports results of observations of 10 third and 10 fourth grade classrooms in order to explain how reading instruction is ordered, and whether that order is coherent and has a thematic structure. The 20 observed classrooms were located in seven schools, one in a low income area and the other in middle income areas. Teachers were selected by central administration as being good teachers, unlikely to be upset by being observed or to alter their teaching practices. All were observed on three occasions by two retired teachers during hour-long fixed reading periods. Observations recorded included what was taught, how it was taught, how many students were being instructed, and the time spent on each. When a sequence of a) introduction to text, b) silent or oral reading, and c) discussion of text was taken as a logical sequence or instructional core, analyses of observed lesson sequences revealed only five instances from 110 lessons that included the complete sequence. Forty-five instances recorded partial sequences. Although text reading sequences occurred in 83% of the reading periods overall, they appeared in only 46% of the pupils' group lessons. Thus, while teachers usually presented some text-based reading instruction during every reading period, they did not typically provide it to every reading group. When the number of events in a sequence was tabulated, the proportion of events from the core sequence made up less than 4%.

Duffy, Gerald G., & Roehler, Laura R. Direct instruction of comprehension: What does it really mean? *Reading Horizons*, Fall 1982, *23*, 35-40.

Describes briefly a study of two second grade teachers who were observed during the reading/language arts program. Both teachers taught the same group of children. One teacher was the regular classroom teacher; the second, assumed responsibility for the reading/language arts program for four-and-one-half weeks. Both teachers were required to use specific commercial materials and to adhere to the school-wide grouping procedures. Both were observed by a veteran participant observer. Examination of the data revealed that while both appeared to be doing very similar things at a superficial level, the temporary teacher was actually teaching very different content. The regular teacher accepted uncritically the specified curriculum; the temporary teacher added content, presented other content in different contexts, and introduced activities that went beyond the boundaries of the textbooks. The regular teacher viewed instruction as the monitoring of pupils through materials and the providing of guidance in response to pupil error. On the other hand, the temporary teacher emphasized a metacognitive approach. The authors note that direct instruction embodies considerable qualitative variation, so that the term direct instruction should not be accepted uncritically.

Campbell, Robin. An approach to analyzing teacher verbal moves in hearing children read. *Journal of Research in Reading*, February 1981, *4*, 43-56.

Explores the ways teachers interact verbally with children as children read aloud. A descriptive system of teacher verbal moves was devised out of audio-recordings of 156 interactions from six teachers in naturalistic settings. Interactions are defined as the complete sequence of a teacher hearing a child read from calling on to dismissing that child. Transcripts focused solely on comments made by the teacher and the child reading. A move is defined as a teacher utterance or part utterance which serves a pedagogical function. Three categories of moves were identified: pedagogical, feedback, and asides. Pedagogical moves, which address the function within the interaction, are subdivided into six areas: welfare, directions, providing words, word recognition, phonics, and comprehension. Feedback moves provide both positive and negative information about the child's reading. Asides refer to verbal interactions with other children in the classroom. A discussion of the functional nature of the moves accompanies specific examples.

Aaron, Robert, & Powell, Glen. Feedback practices as a function of teacher and pupil race during reading group instruction. *Journal of Negro Education*, Winter 1982, *51*, 50-59.

Examines the variability of teacher verbal feedback during reading instruction as a function of teacher and pupil race. Thirty-eight teachers (white = 27; black = 11) in 14 Georgia elementary schools who were assigned second grade classes were rated during reading group instruction to determine if they reinforced all pupils equally. Positive and negative teacher verbal responses were then divided into achievement and behavior categories in order to investigate differences in teacher reactions by teacher and pupil race. All classes heterogeneously grouped academically, but 6 black and 13 white teachers had all black classes. Results showed no difference in positive academic feedback or recognition in general, regardless of teacher-pupil race combinations. In addition, all teachers' negative academic and behavior feedback was significantly greater for black pupils. A significantly higher rate of negative behavior feedback resulted when teacher-pupil races were crossed, and overall, black children received significantly more academic than behavior feedback.

Washington, Valora. Observations of teacher behavior in desegrated reading groups. *Urban Review*, 1983, *15*(1), 53-68.

Reports observations of 10 second-grade teachers (five black and five white) during reading groups to determine the proportions of positive and negative behaviors directed toward black and white children. All classes had at least 30% but not more than 45% non-white enrollment. A specifically-developed observation instrument was used to record nine teacher acts. A descriptive record of teacher behavior was also maintained. Each of the 10 teachers was observed five times for 15 minutes. In summing all teachers interaction, the percentages of behaviors directed toward black (34%) and white children (66%) were remarkedly similar to the percentages of black (33%) and white (67%) children in the sample. The percentages of positive versus negative behaviors also indicated that teachers did not differentially direct favorable or unfavorable instructional techniques toward black and white children. Yet, when reading groups were taught by white teachers, black children received 3% to 4% more than their relative shares of both positive and negative responses; conversely, black teachers gave black children 3% fewer positive and negative responses than would be expected. The researcher indicated that although the total differences between the positive and negative teacher instructional behaviors toward black children were small, dramatic differences were noted on individual items. The pattern suggested that white teachers were more favorable in their instructional behaviors toward black children than were black teachers. The reverse held for black teachers (more favorable to white children than were white teachers). Five of the nine items indicated at least a 5% difference between the proportions of black children in the sample and teachers' responses to them, suggesting varying patterns of interaction with black children by black and white teachers.

Booker, Clarissa Gamble. Reading errors assigned by teachers of various ethnic groups to students of different ethnic groups. *Reading Improvement*, Fall 1982, *19*, 241-243.

Examines the total number and types of oral reading errors assigned to black, white, and brown students by black, white, and brown female elementary teachers.

Inservice workshops, provided by the researcher, trained the black (N = 15), white (N = 15), and brown (N = 15) teachers serving as subjects in the use and scoring of the *Silvaroli Classroom Reading Inventory*. Following the workshop, each subject recorded errors made by six children (two black, two white, two brown) who had been audiotaped while reading the third grade passage from the Silvaroli. A panel of three reading specialists (one black, one white, one brown) determined the actual numbers and types of miscues made by each student. Results revealed significant differences for two of the eight hypotheses tested. Significant differences in total numbers of miscues assigned to white students was attributed to black teachers recording fewer miscues for white children. Significant differences in the number of substitution errors assigned to all students was attributed to white teachers recording more substitution errors. The researcher concluded, based on the variant scoring, that teachers need training in differentiating oral reading errors from dialectal speech patterns.

ALEXANDER, PATRICIA A. Comprehension instruction in a reading clinic: Comparison of clinic and classroom practices. *Reading Psychology*, April-June 1983, *4*, 169-180.

Assesses the amount of comprehension instruction occurring in a university reading clinic and seeks to determine if the instructional emphasis within the clinic preparatory courses is reflected in the clinicians' teaching practices. Graduate student clinicians were observed for a total of 672 minutes teaching six small groups of six to eight third- through seventh-grade students. All data were coded with categories of time, activity, audience, and source. Clinicians appeared to spend over one-third of their time in comprehension related activities (teaching, reviewing, applying and assessing comprehension). Teaching children ways of deriving meaning from text and applying that knowledge received most of the comprehension-focused time. Assessing comprehension took only 1% of the instructional time. Conversely, phonics-related categories received much less attention (less than one-third of that devoted to the category of comprehension instruction alone). Interacting in some way with text accounted for nearly one-third of the observation time. The single category accounting for the largest proportion of observed time was Sustained Silent Reading (16%). Overall, four of the 10 categories receiving the largest proportion of observed time were related to reading comprehension. Clinicians' orientation tended to reflect the theory, strategies, and materials offered them in their courses and by the clinic staff.

GROFF, PATRICK. The meaning of oral misreadings. *The New England Reading Association Journal*, Spring/Summer 1983, *18*(2), 14-16.

Summarizes Bruno Bettelheim's and Karen Zelan's interpretations of oral misreadings and evaluates teachers' opinions of these interpretations. Experienced teachers (N = 250) enrolled in inservice education courses were asked to indicate the extent of their agreement with statements taken from *On Learning to Read*. Results indicated that 43% of the respondents agreed with Bettelheim and Zelan that oral misreadings are not due to an inability to decode words or understand text and that mistakes should be viewed as interesting performance rather than failure. In contrast to the position taken by Bettelheim, Zelan, and these teachers, the author presents evidence building a case for viewing oral misreadings as indicators of children's reading difficulties.

BORKO, HILDA, & NILES, JEROME. Factors contributing to teachers' judgments about students and decisions about grouping students for reading instruction. *Journal of Reading Behavior*, 1982, *14*, 127-140.

Uses a "policy capturing" research approach in which a linear model is constructed to represent or "capture" a decision process in order to compare 40 student teachers' and

27 inservice teachers' judgments about pupils. All subjects read descriptions of 32 hypothetical second-grade children who varied on five dimensions: standardized reading achievement score, self-correction of errors during oral reading, class participation, social competence, and classroom behavior. Subjects judged each vignette in terms of the hypothetical pupil's probable mastery of the reading curriculum and positive effect on classroom life. In addition each subject was asked to place the children into three reading groups and to explain grouping strategies. Participants' conceptions of reading were assessed using the *Propositional Inventory* and revealed that student teachers have stronger pupil-centered conceptions, while teachers have stronger content-centered conceptions. Individual regression equations revealed that almost all participants used reading achievement scores and oral reading self-corrections to make academic decisions and nonacademic cues to estimate the classroom effect. However, decision policies differed both in number of cues used and size of each cue's effect. Some variability in cue use was explained by teaching experience and conceptions of reading, with teachers' policies, for example, more complex than those of student teachers for the mastery and grouping decisions.

HARTLEY, DAVID. Ethnicity or sex: Teachers' definitions of ability and reading comprehension in an EPA primary school. *Research in Education*, November 1982, No. 28, 9-24.

Investigates race and sex as potential factors in teacher judgments of the ability and achievement of their pupils. Approximately one-third of the 24 pupils (60 boys, 64 girls) were of immigrant status, and within this group, those of Pakistani origin predominated. Fewer than 15% spoke English at home. Five teachers of primary classes in Britain ranked their pupils for IQ and reading comprehension after three months of instruction. Near the end of the academic year, subtests of the *WISC-R* and the *Neale's Analysis of Reading* (Form A) were administered. Scores on both measures were ranked and compared with the teacher's ranked estimates. Overall findings indicated that teachers tended to overestimate the intelligence and reading comprehension of girls and underestimate that of boys. Similarly, but not significantly, immigrant children were overestimated (both boys and girls), while non-immigrants were slightly underestimated. When the teacher's estimation of performance deviated from the pupil's actual achievement by 10 or more ranked positions, the disparity was termed "marked." On the test of reading comprehension, nearly one-third of the immigrant girls were markedly overestimated (10 or more positions), while no immigrant pupil was markedly underestimated. One in five immigrant boys and girls were markedly overestimated for measured intelligence, but no immigrant girls were significantly underestimated.

KNOFF, HOWARD M. Effect of diagnostic information on special education placement decisions. *Exceptional Children*, February 1983, *49*, 440-444.

Assesses the importance of 16 pieces of diagnostic and background data on special education placement decisions. Twenty school psychology graduate trainees, 20 special education trainees, 20 school psychology practitioners, and 20 special education practitioners independently rated the diagnostic data on their importance in determining a student's special education placement. A seven-point Likert scale permitted judgments ranging from extremely important to extremely unimportant. A 2 x 2 x 16 Analysis of Variance (profession x status x diagnostic data) for balanced repeated measures with two between and one within factor was performed to assess the importance of the diagnostic data on multidisciplinary team placement decisions. The analysis revealed significant differences among the 16 pieces of data ($p < .05$), but there were no significant differences for profession or status (trainees vs. practitioner) and no interaction effects. Additional analysis revealed that classroom observation, assessments of expressive and receptive language, child-interview, and emotional indicators were most important to the decision. Reading Grade Level was viewed as significantly more important than Grade Retentions, Habitat, Income, Race, and Sex, but significantly less important than Receptive-Expressive Language and Observations.

McHugh, Linda M. Similarities among diagnostic and prescriptive decisions made by reading specialists and LD, Title I, and fourth-grade teachers. *Journal of Learning Disabilities*, November 1982, *15*, 545-548.

Compares the diagnostic and prescriptive decisions made by 170 reading specialists, learning disabilities, Title I, and fourth-grade teachers to determine whether or not they identify similar reading instructional needs when provided diagnostic information. Each subject was asked to read an actual case study of a fourth-grade child, containing the results of informal and formal reading measures, observational data, as well as school, health, and developmental history. Each was asked to record diagnostic/prescriptive decisions on the researcher-developed *Diagnostic Response Questionnaire*. All categories of teachers made similar diagnostic and prescriptive decisions, except for establishing instructional level. Reading specialists, LD, and Title I teachers tended to recommend easier instructional materials than did classroom teachers.

Vinsonhaler, John F.; Weinshank, Annette B.; Wagner, Christian C.; & Polin, Ruth M. Diagnosing children with educational problems: Characteristics of reading and learning disabilities specialists, and classroom teachers. *Reading Research Quarterly*, Winter 1983, *18*, 134-164.

Investigates the diagnostic and remedial reliability among varying specialists in their assessments of simulated cases. A group of reading specialists, learning disabilities specialists, and classroom teachers served as the sample for a series of six studies. The basic task for all subjects was to diagnose randomly assigned simulated cases of either reading or learning disability. Fifteen simulated cases were developed consisting of relevant test scores, test booklets, comments, and audiotapes based on actual data. Subjects examined case information and wrote a diagnosis and remedial plan. All written products (diagnoses, information cues, and remediation plans) were analyzed to determine commonality and agreement between the clinicians (interclinician agreement) and within one case (intraclinician agreement). The two major findings were: 1) commonality (the extent to which clinicians made the same statements about a case) across specialists is low; 2) individual agreement (between two clinicians on the same case and one clinician at two different times for the same case) was also low. Mean diagnostic agreement between two clinicians remained close to .10 across the studies. Mean diagnostic agreement for a single clinician replicating the diagnosis remained close to .20. The results for remediation were similar to those for diagnoses. Further, remediations appeared to be uncorrelated with diagnosis.

Weinshank, Annette B. The reliability of diagnostic and remedial decisions of reading specialists. *Journal of Reading Behavior*, 1982, *14*, 33-50.

Assesses whether eight experienced elementary and secondary reading specialists, four from Michigan and four from Illinois, could reliably diagnose simulated cases of reading difficulty, and if those diagnoses were reliably associated. A total of four simulated cases made up the stimulus materials and were based on children who had attended the same university reading clinic. Each of the cases had an equivalent form, a superficially disguised replicate of the original. During three sessions of approximately three hours each, the specialists worked with the cases and engaged in a final debriefing, reflecting on some of their decisions. Each specialist was given both a diagnostic and a prescriptive cue inventory and instructed to request information on the case in their normal pattern, and was allowed up to 30 minutes to request and make notes. Forty additional minutes were provided for writing a diagnosis and a remediation plan. Subjects coded their own diagnosis as being strengths, weaknesses, or observations. Diagnostic and remedial statements were transferred to checklists for making comparisons. Results indicated that: 1) identical cases were not identified as such, and the bulk of the diagnostic/remedial and association statements were made only once; 2) examination of common case information led neither to common diagnoses, nor remediations or associations between the two; and 3) there were no differences between Michigan-trained and Illinois-trained teachers.

KENOYER, CHARLES E. Agreement between student achievement level and teacher judgment of student need for compensatory education. *The Urban Review*, Spring 1982, *14*, 3-16.

Determines the agreement between teacher judgments of student need for compensatory education (CE) and reading and math scores on the *Comprehensive Tests of Basic Skills* (CTBS). Two hundred teachers were randomly selected from the files of a large scale study. Those who taught both reading and math were included. An index of agreement between teacher judgment of student need for CE and CTBS scores was developed. Teacher judgment agreed moderately with scores on the CTBS. When a cutting score at the 35th percentile was taken, a near-maximum agreement rate for about three-fourths of the students was obtained. Accuracy of teacher judgment was not influenced by economic or racial/ethnic characteristics, extent of individualization of instruction, how students are selected for compensatory services, or teacher's training and experience.

WATSON, JERRY J.; SHARP, PATRICIA; & SNIDER, BILL. Should literary classics be part of children's literature? *English Education*, December 1981, *13*, 217-223.

Presents results of a survey of 165 college undergraduates, 92% of whom were female, enrolled in a beginning course in childen's literature to determine the students' recognition and knowledge of classic and award-winning children's books. A two-part survey form was designed to collect recollections of childhood experiences with literature, and an indication of the respondents' familiarity with 50 authors of children's classics. Almost one-half of the students reported being read to "often" by parents (47%) and by teachers (41%). In addition, reading as a childhood leisure time activity was reported to have occurred "often" by 47% of the respondents. Results indicated that students entering a beginning children's literature course have not read or heard many literary classics or award books. Only 19 of the 50 authors' works were familiar to one-half of the students; 26 book titles least known by 75% of the students consisted of award-winning books (with only four exceptions). Dr. Seuss was the only twentieth century writer/illustrator remembered among the top quartile of students.

BECKER, HENRY JAY, & EPSTEIN, JOYCE L. Parent involvement: A survey of teacher practices. *The Elementary School Journal*, November 1982, *83*, 85-102.

Reports results of a survey of 3,698 Maryland first-, third-, and fifth-grade public school teachers designed to measure how teachers feel about parent involvement in home learning. More than 600 elementary principals also responded to a brief questionnaire on parent-involvement programs. Overall, the survey results indicated a very positive view of parent-oriented teaching strategies and widespread use of 14 specific techniques that teachers employ to encourage parent participation in learning activities. The techniques included those which 1) involved reading and books; 2) encouraged discussions between parent and child; 3) specified informal at-home activities; 4) provided contracts between teachers and parents, specifying particular roles for parents in relation with their children's lessons; and 5) developed parents' tutoring, helping, or evaluative skills. One of the most frequently mentioned home-learning activities for parents of preschool and elementary children was reading. Two-thirds of the respondents said they frequently asked parents to read to their children or to listen to the children read. Parent involvement was more prevalent among teachers of first-graders than teachers of older students. One-fifth cited reading as the most valuable parent-involvement technique.

FORDE, PATRICK. The teaching of English in Dublin primary schools. In Séamas Holland (Compiler) *Proceedings of the Fourth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1979, 103-111.

Presents a description of practices in the teaching of English gathered from a random sample of 87 third and 82 fifth grade teachers in Dublin City and County, Ireland. Results indicated that teachers agreed that the teaching of oral language is as important as reading and writing, but the majority did not mention any specific procedures they employed to promote spoken language. Ninety-one percent of the third class teachers and 65% of the fifth class teachers reported reading to their classes. Methods most frequently used to teach unknown words at both levels were structural analysis and synthesis, followed by phonics. Tape recorders were the most frequently used audio-visual aid (51%). Most teachers (74%) divided their classes into groups for teaching reading; teachers of third classes used grouping procedures more frequently and also used a greater number of different textbooks than did fifth. The majority of teachers (86%) reported that they had the assistance of a remedial teacher to aid with children backward in reading. On the average, it was reported that children spend about 40 minutes per week composing original stories. A majority of respondents noted that emphasis on grammatical, spelling, or punctuation accuracy should not be allowed to interfere with the children's written fluency or originality. Teachers indicated that the average pupil spends 25 minutes per week reading library books.

SMITH, FREDERICK R., & FEATHERS, KAREN M. Teacher and student perceptions of content area reading. *Journal of Reading,* January 1983, *26,* 348-354.

Investigates the role of reading and reading instruction in secondary content classrooms using a naturalistic approach. Data were collected from three social studies classes (two in middle school and one in high school) for four to six weeks by means of systematic daily observations and structured interviews with teachers and 18 students. Teachers were asked to state their goals and priorities; six students from each class representing different reading levels were asked their perceptions of the goals and objectives of the class. In addition, teachers and students were asked about the amount and nature of assigned reading for the class and other information sources employed. Teachers and students agreed that assigned reading was almost entirely from the textbook, and about 6 to 10 pages weekly. While two of the teachers viewed the text as the primary information source, student responses usually identified the teacher as either the most important source or equal in importance with the text. Observations revealed that in-class reading seemed superficial for the purpose of finding answers to worksheet questions. In general, student perceptions of the goals and expectations differed from those of teachers. The interviews also suggested that reading may not be centrally important to teaching and learning in content classes.

ARCHER, PETER, & MARTIN, MICHAEL. The influence of pupils' social class on teachers ratings of reading attainment. In Sister Marian Walsh (Compiler) *Proceedings of the Fifth Annual Conference of the Reading Association of*

Ireland. Dublin, Ireland: Reading Association of Ireland, 1980, 1-18.

Tests the hypothesis that teacher judgments of pupil attainment in reading have significant positive relationships with the pupils' socioeconomic levels and that there is little or no relationship between pupils' socioeconomic level and objective measures of reading achievement. Subjects were randomly selected from 28 Irish primary teachers from 15 schools, stratified by school location (city, town, and rural) and sex of pupils served. The teachers administered the *Drumcondra English Test*, Level 1, to yield a total reading score, and completed a pupil evaluative form, rating each pupil's general progress in reading on a five-point scale from poor to excellent. Socioeconomic status was assigned on the basis of father's occupation. Analysis of covariance, with the achievement measurement serving as the covariate, yielded a significant relationship between socioeconomic level and teacher rating. Yet when individual classes were used as the unit of analysis, little or no support for the hypothesis was produced.

WIESENDANGER, KATHERINE D., & BIRLEM, ELLEN. A critical look at the reading approaches and grouping patterns currently used in the primary grades. *Reading Horizons*, Fall 1981, *22*, 54-58.

Reports results of a survey to determine the most common reading approach currently used by primary grade teachers. A secondary purpose was to gain information about prevalent grouping practices. Responses from 225 teachers from 100 middle socioeconomic level schools representing 50 districts in New York State were gathered from a five-item survey and tallied by the grade level taught by the respondent. Findings indicated that 90% of the teachers overall use a basal reader, while 84% divide their class into three reading groups. Of the 203 teachers employing a three-group plan, only 21 had changed children from one group to another. About 95% reported doing no regrouping to meet individual skill development needs.

LEHR, FRAN. Teacher effectiveness/research and reading instruction. *Language Arts*, November/December 1982, *59*, 883-887.

Reviews three studies which indicate a strong relationship between certain teacher characteristics and student achievement as measured by standardized tests. In general, the teacher effectiveness studies confirm that teachers make a difference. Effective teachers 1) structure their classes so that students have ample opportunity to learn, 2) ensure that assignments are understood, and 3) actively participate in the teaching/learning interaction.

RUDE, ROBERT R. A knowledge test of reading for elementary school teaching. *Journal of Educational Research*, July/August 1981, *74*, 411-418.

Describes the development, item analysis, and field testing of a test designed to assess knowledge of concepts and content concerning the teaching of elementary reading. Twelve topical areas were identified that represented the content of four popular methods texts. Two or more objectives were written for each topical area, yielding a pool of 120 multiple-choice test items. Item analysis reduced this pool to 74. Each of 35 professors of reading education who had indicated their willingness to respond reviewed each item according to specified criteria. In addition, the professors answered each test question. The range of their raw scores was from 52-71, with a mean score of 63.5. Editing suggestions and item analysis reduced the item pool to 52. Sixteen professors, representing different institutions and different states, field tested the instruments with 455 teachers, 75% of whom were experienced. Eighty-two precent had enrolled in between one and six other reading courses. The mean score for the teachers was 38 with a range of 14 to 52. Thirty-three items had discrimination indices between +.25 and +.75. The complete instrument is appended.

II-2 Attitudes towards reading

STIEGLITZ, EZRA L. Effects of a content area reading course on teacher attitudes and practices: A four year study. *Journal of Reading*, May 1983, *26*, 690-696.

Reports results of a survey of graduate students who had completed a content area reading course between 1977 and 1981 and compares their responses with 43 subject matter specialist volunteers who had never taken a content reading course. A total of 138 usable responses to a 35-item Likert-type questionnaire was obtained from the first group. The questionnaire had four sections: (1) demographic data; (2) attitudes toward issues in content area reading; (3) benefits of a content area reading course; and (4) instructional practices used. The comparison group completed only three of the four parts. Data from the first questionnaire were analyzed for varying teacher groups (content area, elementary, reading specialists, special education) and for the total. Results indicated a positive attitude toward issues in content area reading among each group, with special education teachers responding most positively. A slightly above-average use of content reading teaching practices was reported by teachers who worked with students rather than assisting other teachers. Time elapsed since completion of the course had little effect on attitude, perceived benefits, or reading practices. Finally, subject matter specialists who had completed a content area course had more positive attitudes toward issues in content reading and used the instructional practices more than teachers who had not taken such a course.

MASON, RICHARD W. What superintendents think about reading. *Journal of Reading*, December 1982, *26*, 265-266.

Surveys 81 K-12 Wisconsin superintendents to determine how they value reading and how they feel about promoting reading among administrative and teaching personnel. Mean results from the Likert-type scale responses indicated that these superintendents felt reading had been very important in their professional development, and that they are likely to promote professional reading, but not recreational reading, among their subordinates. Conclusions suggest that the respondents feel the promotion of professional reading is within their job responsibility, but the realm of recreational reading is not. Superintendents also indicated that they think reading is becoming increasingly important in our society.

NEWCOMER, PHYLLIS L. Competencies for professionals in learning disabilities. *Learning Disability Quarterly*, Summer 1982, *5*, 241-252.

Measures how 261 inservice learning disability professionals rank the importance of academic and related areas and evaluate their own real and ideal competency levels within those areas. Reading, written language, and counseling-consulting ranked first, second, and third respectively. Overall, respondents tended to feel more competent in the areas they considered important in their jobs, as they rated their real competency level midway between average and good. Yet results indicated that they do not consider themselves as competent as they would like to be. Specifically the majority felt most proficient in reading skills and the need for more training in assessing students in written language ability and in dealing with oral language problems. A discussion of the disparity between real and ideal ratings, a summary of demographic factors (i.e., years in service) related to responses, and implications for future research are included.

AINSLIE, JEAN, & MORTIMER, DAPHNE. Recording reading in primary schools. *Reading*, July 1982, *16*, 113-118.

Reports on a small-scale survey of schools in the United Kingdom which sought to ascertain views held by teachers on record keeping in reading and how they viewed its value in school settings. Responses of 45 teachers revealed that summative evaluational concerns were mainly present as respondents subscribed to the belief that the main purposes of record keeping were to monitor children's progress and development, to focus attention on all children at some time, and to aid in detecting children's needs. It was concluded that the process tended to be haphazard, and was coordinated only when records had to accompany children into other schools or educational settings. The authors believed that off-the-cuff opinions predominated and that there was an evident need for a more rigorous system of recording and exchanging significant data than appeared to exist.

DAVIS, TODD M. Teachers and their tools. *Reading Improvement*, Summer 1982, *19*, 129-134.

Investigates teacher sentiments toward two broad classifications of reading instruction: phonics, and meaning based methods. Seventy-five special educators (elementary and middle school teachers of mildly and moderately handicapped children) from three Birmingham schools were asked to evaluate the two concepts, phonics and meaning based, on a 20-item semantic-differential questionnaire. Responses were factor analyzed. Separate analysis of both concepts revealed three highly similar factors accounting for 63.8% of the total variance for phonics-based instruction and 55.9% of the variance for meaning-based instruction. The first factor defines the skill level and qualifications of users of both methods of instruction; the second factor taps sentiments regarding the style of activities associated with both methods; and the third factor evaluates the methods apart from the other factors. Specific findings include a high regard for the professional qualities of users of meaning-based instruction (Factor 1), little differentiation of activities for the two methods (Factor 2), and an evaluative preference for phonics instruction (Factor 3). Implications of these results for teacher training programs and aptitude-treatment research are discussed.

GRAY, MARY JANE. Reading: What is it? What's required? *Reading Horizons*, Fall 1982, *23*, 59-63.

Describes the responses of 11 preservice elementary education majors to two questions about the reading process asked at the end of the students' second reading course. The course consisted of both lectures and a field-based structured tutorial experience. The two questions were: 1) What do you see as the task required of a reader? and 2) If you could choose any materials you wished for teaching reading, what would those materials be? The students' responses were classified into two views: Three students describing reading from the vantage point of primary grades saw it as a task of mastering individual letters and their sounds with an overall goal of giving meaning to words. The second view was held by eight students who viewed reading in the middle grades as a task of seeing, thinking, imagining, and assimilating. Both viewpoints prescribed materials appropriate to their descriptions of the task, but the parts-to-whole group also prescribed materials centered on the meaningful aspects of reading.

II-3 Preservice/inservice preparation

BAILEY, MILDRED HART; DURKIN, DOLORES; NURSS, JOANNE R.; & STAMMER, JOHN D. Preparation of kindergarten teachers for reading instruction. *The Reading Teacher*, December 1982, *36*, 307-311.

Reports results of a survey conducted by the International Reading Association's Early Childhood and Reading Development Committee to determine whether kindergarten teachers are being adequately prepared to teach reading in kindergarten. Of the 1,173 institutions surveyed in the United States and Canada, a total of 392 questionnaires were returned. Of these, 370 responding institutions reported that their institutions prepared kindergarten teachers, predominantly in departments of general or elementary education rather than in specialized early childhood departments. Ninety-six percent of the preservice programs and 55% of the inservice programs required at least one reading course. An additional 2% of the preservice programs required competence in teaching reading. The remaining inservice programs offered reading courses as electives. Ninety-one percent of the respondents indicated that their state certification requirements included at least one course in teaching reading. In general, preservice students took courses and used texts designed for elementary teachers. In addition, the largest percentage (46%) of faculty who teach reading courses to kindergarten teachers were trained in reading; specialization in reading and early childhood (35%) followed. Researchers concluded that kindergarten teachers may not be receiving the specialized instruction they need to teach reading.

CONLEY, MILLICENT MARR WATKINS. Increasing students' reading achievement via teacher inservice education. *The Reading Teacher*, April 1983, *36*, 804-808.

Evaluates the transfer of an ongoing staff development program aimed at helping teachers improve their pupils' reading comprehension. Thirty-two Chicago intermediate grade level teachers and approximately 1,000 black pupils, with an average age of 11 and below average in reading achievement, comprised the sample. Teachers were randomly assigned to either an experimental or control group. All teachers had been selected by their principals and were given the same procedural guidelines, reading comprehension materials at the sixth grade level, and schedule. The treatment group received comprehension instructional units, systematic weekly staff development sessions, were observed while using the instructional units, and received regular response to their classroom performance. The control group received no staff development and no response to their classroom procedures. After the influence of initial performance differences were statistically removed, end-of-year reading comprehension achievement scores showed pupils in the experimental classes made twice the gains of those in the control group classes.

LAMME, LINDA LEONARD, & ROSS, DORENE D. Graduate methods classes: Do they influence teaching methods? *Journal of Teacher Education*, November-December 1981, *32*, 25-29.

Evaluates the degree to which 28 teachers enrolled in a graduate language arts and reading methods course understand the theories presented, accept them, and apply them in their classrooms. Teachers completed pre- and post-course questionnaires to indicate how frequently they used a variety of materials and procedures for teaching communication skills (reading, writing, and speaking) in a meaningful context. Questionnaire results indicated that the course influenced all teachers to make some material and procedural changes; yet, these changes were not uniform across teachers. The instructor and a colleague interviewed the teachers to tap their reasons for making changes; i.e., their understanding and acceptance of the theories presented. Interviews revealed two factors which seemed to influence change: 1) the degree to which the teachers internalized the beliefs or attitudes presented; and 2) the context in which the teacher attempted to implement change.

BEAN, THOMAS W.; BISHOP, ASHLEY; & LEUER, MARILYN. The effect of a mini-conference on teacher beliefs about the reading process. *Reading Horizons*, Winter 1981, *22*, 85-90.

Assesses the degree to which 88 teachers altered their beliefs about the reading process as a result of attendance at a week-end mini-conference focusing on the classroom implications from psycholinguistic research. All subjects were volunteers who attended the conference. The mean number of years of experience was 9.2 and of semester hours of reading, 13.5. Changes in teacher beliefs were assessed by an adaptation of DeFord's *Theoretical Orientation to Reading Profile* (TORP). A five-point Likert-scale, measuring strong agreement to strong disagreement with each of 23 statements representing three theoretical orientations to reading, was applied to each response. Possible total score ranged from a low of 23, implying little faith in a psycholinguistic view, to a high of 115, indicating a strong alliance with that perspective. A two-tailed t-test comparing pre- and posttest means (76, 86) revealed that participants significantly altered their beliefs about the reading process.

BADER, LOIS A., & PEARCE, DANIEL L. Content area reading preparation: Effectiveness of four methods of instruction. *Reading Horizons*, Winter 1983, *23*, 113-118.

Compares the effectiveness of four different methods of teacher preparation in content area reading. Effectiveness of the four methods (one an on-campus traditional course and the other three field-based) was determined through an evaluation of appropriate and correct use of content area reading strategies employed by 73 undergraduate secondary education majors during their student teaching semester. All student teachers were observed conducting guided reading lessons and instructing nonreaders. In addition, their plans and materials were examined. The dependent measure used to evaluate the comparative merits of the four methods was the percentage of six competencies mastered. The six competency areas included (1) estimation of readability level; (2) construction and interpretation of an open book reading test; (3) construction and use of a multi-structure reading guide; (4) construction and use of a margin guide; (5) demonstration of guided reading and vocabulary instruction; and (6) providing instruction for nonreaders. Results of an analysis of variance comparing the percentage of skills mastered for each method was significant ($p < .001$). Findings indicated that an on-campus method was significantly superior to all other methods, and that field-based courses given during student teaching and/or by an experienced field consultant were significantly superior to the competency-based/teacher-education course.

DUPUIS, MARY M., & ASKOV, EUNICE N. An effective inservice model for content area reading in secondary schools. *Educational Leadership*, October 1982, *40*(1), 48-50.

Describes the objectives and implementation guidelines for an effective inservice program in content area reading for secondary school teachers. The Content Area Reading Program (CARP), an inservice program used for five years in Pennsylvania, began as a state-funded project in three junior high schools. Results of the program were immediate and there were positive attitudes a year after the project ended. Among the competencies the program offers are diagnosis and grouping, evaluation of materials, teacher-directed instruction, student-directed processes, and motivation issues.

NJRA 1982 READING in the CONTENT AREAS COMMITTEE REPORT. Reading in the content area. A New Jersey needs assessment for the 1980s. *Reading Instruction Journal*, 1982, *25*(2 & 3), 43-50.

Presents a synopsis of a status report on the needs of kindergarten through twelfth grade New Jersey public school educators with regard to reading in the content areas. Responses of 1,118 educators were compiled according to the educator's role and years of experience. Among the survey's findings for the educator's role were: Elementary teachers (K-8) indicated the importance of children learning study skills and study techniques as early as 4th grade, but only a small percentage of respondents considered their own learning of instructional strategies for teaching study techniques to have priority. Classroom teachers, reading specialists, and supplemental teachers are concerned about their need for strategies to help students with reading comprehension. Early childhood teachers are more concerned with vocabulary development and literal comprehension than with the higher levels of comprehension. Most respondents did not view college courses as a desirable approach to professional development. When data were analyzed according to years of experience, teachers felt similarly about their needs for texts to teach reading in the content areas, the intensity of need decreasing with teaching experience. English and social studies were areas designated as most critically in need of supplementary materials. Teachers felt the greatest need for learning how to teach such instructional strategies as SQ3R and comprehension skills in the content areas.

FARREN, SEAN, & JOHNSTON, MARY. Teaching remedial reading at secondary level—what preparation is required? In Séamas Holland (Compiler), *Proceedings of the Fourth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1979, 63-74.

Uses the findings of a general survey during 1978-79 of the North-Eastern Education and Library Board, which is responsible for schools in part of two Irish counties, to highlight a number of issues related to the preparation of Irish teachers for work with pupils in need of special reading assistance. Thirty-eight secondary intermediate and comprehensive schools returned the survey instrument (a response rate of 93%). A follow-up interview with 10 principal remedial reading teachers allowed elaboration on a number of questionnaire responses. Fourteen of the schools (36.8%) reported having teachers lacking special qualifications for remedial work. Only 27 of 83 full-time and part-time teachers had qualifications relevant to their position. Schools reported a diversity of patterns for organizing remedial instruction. Of the 21 employing more than one organization form, nine favored withdrawal groups, while eight favored remedial streams. Overall, withdrawal was featured in 24 schools, either alone or in combination. The most prevalent tests were the *Daniels and Diack Graded Test* and the *Schonell Graded Word Reading Test*. There were no significant differences between qualified and non-qualified teachers in their use of tests. Slightly fewer non-qualified teachers claimed to keep detailed pupil progress records, but the difference was not significant. The three factors listed by most schools on pupil records included physiological condition, reading age, and test results. Nearly 40% kept no record of home circumstances. A wide range of materials and resources were listed, but no significant differences in the frequency of their use emerged (with the single exception of films, used more frequently by the specially qualified teachers). Sixty percent reported using comics, forms, leaflets, magazines, and newspapers. Overall, teachers associated low status with work with remedial pupils.

SMITH, FREDERICK R. Helping teachers deal with sex bias and sex role stereotyping in print materials: Does the preservice reading methods course have a role to play? *The New England Reading Association Journal*, Autumn 1982, *17*(3), 28-34.

Presents results of a questionnaire survey designed to determine the extent to which preservice methods courses provide instruction related to sex bias and sex roles in instructional materials. Questionnaires were completed and returned by 20 instructors of undergraduate reading courses (9 males, 10 females), representing 10 midwestern universities, teaching 18 separate courses, and using 22 different texts. Respondents reported that 18 of those reading methods texts did not deal with sex bias in print materials. Respondents also indicated that none of their supplementary reading assignments dealt with the topic; 16 reported that attention to sex bias/stereotyping was neither an objective of their course nor included in one or more lessions. Further, students appeared to ask few questions or to prepare special reports or papers on the topic. The researcher concluded that there is little evidence that preservice teachers are provided with knowledge about the extent or nature of the problem.

Abrahamson, Richard F. How adolescent literature is taught in American colleges and universities: A national survey. *English Education*, December 1981, *13*, 224-229.

Presents results of a national survey of professors of adolescent literature comparing their course content, materials, assignments, and evaluation techniques. Of the 63 tabulated responses, 46% reported use of a textbook, 76% encouraged students to purchase professional books, and 79% of the professors required a core list of adolescent novels to be read. While 35% of the respondents reported that their courses were organized by literary genre, 28% structured by theme or topic. When asked to check which of 11 areas were covered in the courses, the professors most frequently indicated the topics of Reading Interests, Responses to Literature, and Developmental Stages of Adolescents. The most often cited assignments were panel and group discussion, critical and comparative papers, and book talks. Final grades were most frequently based on class participation, followed by papers, tests, and numbers of books read.

II-4 Roles

Ngandu, Kathleen M., & Strum, Carolyn B. The reading specialist's role as perceived by reading specialists, administrators, special education instructors, and classroom teachers. *Reading Horizons*, Fall 1981, *22*, 29-32.

Compares the perceptions of 22 reading specialists, 12 administrators, 24 special education instructors, and 171 classroom teachers as to the role of the reading specialist. All subjects were asked to rank order a list of 10 potential roles in terms of each role's effectiveness for improving children's reading abilities. The mean rankings of each of the four groups provided comparison data. The reading specialists themselves put highest priority on diagnosis and remediation. Helping teachers assess and plan instruction received their second highest ranking. In descending order, the specialists ranked informing teachers about methods and materials, tutoring students, organizing the school reading program, working with parents, developing materials, evaluating curriculum, and teaching reading in a regular classroom. A Spearman rank correlation coefficient of $r_s = .56$ was obtained for administrators and specialists rankings. Special educators and reading specialists had a stronger correlation ($r_s = .74$), while the strongest agreement about roles existed between classroom teachers and reading specialists ($r_s = .93$). All groups ranked the same three roles in the highest positions.

Manning, Gary L., & Manning, Maryann. What is the role of the principal in an excellent reading program? Principals give their views. *Reading World*, December 1981, *21*, 130-133.

Presents survey data gathered from elementary school principals identified by Right to Read directors as having excellent reading programs in their schools. Excellence was defined as pupils achieving above the expected level for the community and seeming to enjoy reading. Of the 204 nominated principals representing each of the nine districts of the National Association of Elementary School Principals, as well as representative of schools serving all socioeconomic levels, 166 principals responded. A Likert-type scale was used to gather data about the principals' role perceptions in the reading program. All of the principals agreed that they should participate with their teachers in inservice reading activities. Almost all (98%) agreed that they should be fully aware of different reading approaches and commercial materials. The respondents also felt (99%) that teachers must establish close home-school communication. They also believed (99%) that time should be provided students for recreational reading. Of the problems that impede improvments in the reading program, the principals cited finding time to supervise (62%) and finding funds for inservice. Factors that appear to influence the principals' professional growth included their own teaching experience (90%), college courses in reading (88%), and personal research (88%).

Kindman-Koffler, Bette. The reading professional: A retrospective. *Reading Instructional Journal*, Fall 1981, *25*(1), 14-19.

Surveys 267 New Jersey elementary school districts to determine the types of reading professionals involved in organizing and maintaining school level reading programs. A list of seven types of reading personnel and their duties appeared on the survey form: 1) special teacher of remedial reading; 2) special teacher of corrective reading; 3) classroom teacher; 4) reading specialist; 5) reading clinician; 6) reading consultant; and 7) reading supervisor. Each Director of Elementary Reading was asked to identify which of the seven descriptions best characterized the person or persons responsible for ensuring the implementation of the elementary reading program in each school building in the district. Results indicated that each of the position types are being used; however, all are neither widely nor routinely used. The reading specialist was the most frequently reported position (30%), with classroom teachers (27.7%) and remedial teachers (23.6%) occurring at slightly lower, but approximately similar, frequencies. The least common position was that of the corrective reading teacher (3%).

Booker, Clarissa G., & Hendricks, Harry G. Manpower needs for reading personnel in selected public schools in Texas. *Reading Improvement*, Spring 1983, *20*, 15-16.

Surveys superintendents from 40 independent Texas school districts to obtain estimates of their present and future need for qualified developmental, clinical, and administrative reading personnel. Districts surveyed represent approximately 3.6% of the 1,102 school districts in Texas. Results showed that a total of 3,887 reading professionals would be needed between 1981 and 1986. Specific personnel distribution included 3,459 teachers, 135 program administrators, and 293 clinical personnel.

Rauch, Sidney J., & Sanacore, Joseph. The administrator and the reading program: Doctoral dissertations on reading leadership: An annotated bibliography. *Reading World*, May 1983, *22*, 357-361.

Presents an annotated bibliography of 10 dissertations providing research support for instructional leadership in reading.

II-5 Evaluation of programs and materials

Cooksey, Ray, & Freebody, Peter. Judgments, policies and decisions about the teaching of reading: New directions for research. *Reading Education: A Journal for Australian Teachers*, Autumn 1983, *8*(1), 42-50.

Presents a framework for theorizing about and researching decision-making in the area of reading education. The framework addresses factors related to making judgments/decisions including: 1) the environment (classroom ecology) in which decisions are made; 2) the interaction between the teacher (judge/decision-maker) and the environment; and 3) criterion values (e.g., reading success) as well as cues (socioeconomic status, reading ability, motivation) associated with decision-making. The authors address the question of utility of this framework with respect to administrators', teachers', and students' decisions related to reading education.

McClenathan, DayAnn K., & Dykstra, Ralph R. An appraisal of perception of the aged in children's books. *The New England Reading Association Journal*, Spring 1982, *17*(2), 33-41.

Attempts to ascertain the degree to which recent children's books present positive or negative views of the aged. A total of 68 classroom teachers enrolled in graduate children's literature classes received training in the use of an adaptation of a questionnaire designed to assess the perceptions of the aged in children's books. Each participant then assessed 10 books in which an aged character plays an important role. There were 559 forms returned. A selected bibliography of 141 books which received positive evaluations is presented.

Froese, Victor. Classics in reading: A survey. *The Reading Teacher*, December 1982, *36*, 303-306.

Presents results of a questionnaire survey of 1,609 instructors of reading in 300 institutions in the United States and Canada designed to gather perceptions of studies and books in the field of reading that experts perceived as important works. The 371 respondents cited 183 different works and 65 different authors in five general headings: 1) sociology and sociolinguistics; 2) physiology and physiolinguistics; 3) psychology and psycholinguistics; 4) teaching; and 5) evaluation. Ten authors accounted for 53% of the citations. The most frequently cited work (74 times) was the Cooperative Research Program in First Grade Reading Instruction. The most frequently mentioned category, Psychology and Psycholinguistics, had 438 citations or 32% of the total.

III. Sociology of reading

III-1 Role and use of mass media

Dorr, Aimee. Reading in the age of television. In Malcolm P. Douglass (Ed.) *Claremont Reading Conference Forty-Sixth Yearbook*, 1982, 198-203.

Reviews research and opinions regarding the place of television in the school curriculum and the relationship of television and reading. It was urged that literacy goals in school be broadened to include television as well as print.

Ingham, Jennie. Television viewing and reading habits. *Reading*, April 1982, *16*, 11-22.

Presents case studies of 20 children in regard to their televiewing and recreational reading. Interviews were conducted and tape recorded in the homes of each child, with both children and parents taking part. The findings showed variable amounts of and attitudes towards televiewing. The writing of some avid readers was motivated by television. The infrequent readers watched very little television and did not find the programs entertaining. The avid readers were selective in their televiewing, showed power of concentration, and seemed to have developed strategies for coping with both TV and reading.

NEUMAN, SUSAN B. Television viewing and leisure reading: A qualitative analysis. *Journal of Educational Research*, May-June 1982, *75*, 299-304.

Asks if students' preferences for reading or television viewing are related to the quality of their leisure reading choices. The families of 198 fourth, fifth, and sixth grades completed television and reading logs for four weeks. From this sample 66 students were identified as representing either the upper or lower quartiles in leisure reading behavior (number of books read per month) or their television viewing habits (number of hours watched per week). From these, four groups were formed: heavy TV-heavy reading; light TV viewing-heavy reading; light TV viewing-light reading. To obtain an estimate of the quality of leisure reading choices, a modification of the Gray and Rogers *Maturity in Reading Scale* was used. The results showed that the heavy TV-light reading group tended to select books of lower quality than the other groups in the sample. High levels of television viewing combined with high levels of reading did not lead to the selection of lower quality leisure reading materials.

GIBBONS, R. ARNOLD, & ULLOTH, DANA R. The role of the *Amsterdam News* in New York City's media environment. *Journalism Quarterly*, Autumn 1982, *59*, 451-455.

Examines views on media generally in New York City, views on the *Amsterdam News* (a black newspaper), and reading preferences in newspapers. Interviews were conducted in a stratified-cluster-random sample of 450 homes found in 20 census units in Harlem and nearby districts. These subjects said they relied on television and newspaper news about equally with no significant differences being found among sex, education, occupation, age, or income groups. On the coverage of the black community 48% thought New York newspapers were doing a bad job. The majority thought that black newspapers were the most believable of the media for news of the black community. In this case, there were no significant differences by sex, income, education, marital status, occupation, and age. Age, education, and income were important factors in how persons perceived the value of the *Amsterdam News*.

STEINBERG, HEINZ. Reading and TV viewing—complementary activities. *Journal of Reading*, March 1983, *26*, 510-514.

Presents five theses about the relationship between reading and television viewing based upon German findings. Steinberg's theses were as follows: 1) TV is the most important promoter of reading. 2) The generally accepted statements about the relationship between reading and television viewing have littel in common with reality. 3) The real enemy of the book is not television but the pessimistic view of civilization. 4) Reading is not valuable in absolute terms but only in relation to the value of the reading matter to the reader. 5) The quarrel about the advantages and disadvantages of viewing television should make people aware of and strengthen the employment of TV for the promotion of reading. The writer includes examples, reasons, and/or research for each of his theses.

BECKER, BORIS W., & CONNOR, PATRICK E. Personal values of the heavy users of mass media. *Journal of Advertising Research*, October 1981, *21*(5), 37-43.

Concludes that personal values influence individuals' media-usage behavior. Personal interviews were conducted with a random sample of recent purchasers of consumer durable goods. Values were measured by the Rokeach Value Survey. For media exposure, data were collected on hours spent per day watching television, reading magazines, and reading newspapers. The sample was split to yield approximately equal numbers of heavy and light users. Heavy television users seem to have more traditionally religious value systems than do light viewers. Their value orientations appear to be selfconstrictive and perhaps more other-directed and imply less concern with achievement and personal success and more concern with developing satisfying interpersonal relationships. Heavy magazine readers tend to rank highly values associated with competence at the expense of religious-morality values, to be inner-directed and concerned with achievement, and to be far less concerned with interpersonal relationships than are light users of magazines. Heavy newspaper readers have a value profile similar to that of heavy magazine readers but also share some characteristics of heavy television viewers. Heavy users of both print media have values more similar to each other than to heavy television viewers.

Grotta, Gerald L., & Newsom, Doug. How does cable television in the home relate to other media use patterns? *Journalism Quarterly*, Winter 1982, *59*, 588-591, 609.

Assesses general media use patterns of 300 people in the Southwest and 500 in the Upper Midwest to determine the impact of cable and/or other television services on other media use patterns. The results of the telephone interviews showed owners of cable or other special television services tended to use other news media more frequently than those without the special services. They were significantly more likely to have read the local daily newspaper and to have listened to the radio yesterday and to have had the television set in the home turned on at the time of the interview. There was a significant negative impact of cable/special services on the audience size for local television channels.

Lull, James; Mulac, Anthony; & Rosen, Shelley Lisa. Feminism as a predictor of mass media use. *Sex Roles*, February 1983, *9*, 165-177.

Studies the effectiveness of feminism as a predictor of mass media use (newspaper reading, televiewing, radio listening). The 523 subjects who completed the in-home interviews were divided into four groups based upon their cumulative feminism scores on the questionnaire they answered. Dependent variables were the number of minutes spent viewing television and reading newspapers, program type preferences for television programs, preference for radio stations. Independent variables were feminism scores, sex, and educational level. Significant differences were found in the amount of and preferences for television programs and radio format preferences between high and low feminists but not for newspaper reading habits.

McIlwraith, Robert D., & Schallow, John R. Adult fantasy life and patterns of media use. *Journal of Communication*, Winter 1983, *33*(1), 78-91.

Examines the relationship between fantasy and the media in light of content (media content and people's fantasy content) and process, or behavior of consuming media. Information was collected about people's fantasy styles and TV, radio, and print use in two ostensibly unrelated studies. The 219 subjects (106 males, 113 females) completed a Media-Use checklist, 23 subscales of the Imaginal Processes Inventory (measure of daydream and fantasy processes and content), and the Personal Attributes Questionnaire, a measure of psychological sex role. A content analysis was done of all television, radio, and print material included in the media checklist. To reduce the complexity of the data a factor analysis of the three sets of variables on media use, fantasy life, and sex role was undertaken. Data for each subject were converted into composite factor scores on the seven fantasy factors and the seven media use factors; the relationships between these two sets of variables were analyzed by canonical correlation. A clear relationship was found between the fantasy factors and media use. It was concluded that people who use highly arousing media and expose themselves to highly arousing media content have obsessional-emotional fantasy lines.

Pratt, Cornelius. How media credibility ratings of African and U.S. students compare. *Journalism Quarterly*, Winter 1982, *59*, 581-587.

Examines the perceptions of media credibility among Sub-Sahara African college students (120 Nigerian, 29 Ethiopan) and 288 United States students through questionnaires. Mass media exposure varied considerably between both groups and within each group. The African group had higher exposure than the American group to television news, news magazines for both U.S. and international news, and short-wave radio broadcasts. No statistically significant difference was found in the readership of U.S. news in U.S. papers between the two groups. Eighty semantic differential scales, across eight news concepts and four mass media, were used to tap attitudes towards mass media. Different statistical procedures were used to test four hypotheses. Among the findings are the following: Both groups rated U.S. news similarly. Significant differences between the two groups were found in regard to the perception of international news for all four mass media. Significant, negative relationships were found between contacts with foreign nationals in the United States and perceptions of international news credibility.

Fleming, Dan B., & Weber, Larry J. Teenage news knowledge and media use. *Newspaper Research Journal*, Fall 1982, *4*(1), 22-27.

Determines the knowledge 2,000 eighth- and eleventh-grade students from four school districts have about current news and investigates their news acquisition habits. The subjects were administered a current events test and asked about their use of mass media. The current events test covered international, national, and state news, with eight questions used for each area. Both sexes gave the same priority list for their news information sources in the following order: television, newspapers, parents, friends, and news magazines. The pattern of main sources of news was the same for both grade levels. Television was listed first as the most accurate source of news followed by newspapers, and news magazines. Boys scored higher than girls in knowledge of news. They also watched more television news and read newspapers more often.

Moore, Roy L., & Moschis, George P. Role of mass media and the family in development of consumption norms. *Journalism Quarterly*, Spring 1983, *60*, 67-73.

Investigates how 784 adolescents from six Georgia counties develop consumer perceptions. Self-administered anonymous questionnaires were completed in one middle and one senior high school in each county. The subjects responded to statements concerning consumer role perceptions, consumer activity, parental modeling, television viewing motives, and newspaper readership. The results showed that the acquisition of consumer skills is likely to be learned both from parents by observing consumer behaviors and from newspaper and television contact. As adolescents grew older, they were more likely to read newspapers and less likely to watch television.

Miller, M. Mark, & Reese, Stephen D. Media dependency as interaction: effects of exposure and reliance on political activity and efficacy. *Communication Research*, April 1982, *9*, 227-248.

Examines media dependency as a complex construct involving the interactions of exposure to television news, exposure to newspapers, and expressions of reliance on one medium or the other. The data used in this study were gathered in 1976 by the Center for Political Studies at the University of Michigan. The final weighted sample consisted of 2,402 subjects representative of the national population in the United States. The subjects responded to political activity and political efficacy indexes. Television exposure was determined by the frequency of viewing national and local news as well as programs about campaigns; newspaper frequency, by the frequency of reading about national and local politics, international affairs, and elections. The three control variables were age, education, and family income. As hypothesized, reliance on a medium enhances positive associations between exposure to that medium and political efficacy and activity.

Tan, Alexis S. Media use and political orientations of ethnic groups. *Journalism Quarterly*, Spring 1983, *60*, 126-132.

Analyzes mass media use and political orientations in three ethnic adult groups. Usable questionnaires were obtained from 173 black, 186 Mexican-American, and 224 white subjects. Personal interviews were conducted with the first two groups; telephone interviews, with the whites. The independent variables in the three samples were the frequencies of use of television and newspapers for public affairs information and entertainment. The dependent variables were political information, political participation, and political efficacy. Control variables were education and interpersonal communication. A series of standard regression equations were used to determine if mass media use predicted political orientations. General public affairs knowledge is significantly predicted by newspaper reading within the high education group in all three racial groups; in the low education group, only for the whites. None of the media use variables predicted political participation in the Mexican-American and black samples. For both groups of whites, newspaper public affairs reading predicted political participation.

Latimer, Margaret K. The newspaper: how significant for Black voters in presidential elections? *Journalism Quarterly*, Spring 1983, *60*, 16-23, 47.

Uses data from the American National Election Studies of the SRC/CPS from 1956-1980 to determine if blacks use both newspapers and television for information about political candidates. The independent variables were the number of television programs concerning the political campaigns they had watched and the frequency of their reading of newspaper articles about the candidates. The answers to the questions about these variables were analyzed with relation to the dependent variables which were answers to questions concerning the subjects' interest in the campaign and whether they voted in the past election. The increasing black exposure to political information was evident, but black voters did not rely on one source of information as newspaper exposure rose steadily, especially between 1956 and 1964. Many who preferred television were also heavy users of the newspaper for campaign information. The level of newspaper reading has remained for 20 years a significant predictor of the black citizen's campaign interest and his habit of voting.

McLeod, Jack M.; Glynn, Carroll J.; & McDonald, Daniel G. Issues and images: The influence of media reliance in voting decisions. *Communication Research*, January 1983, *10*, 37-58.

Questions whether reliance on television rather than on newspapers affects the way a person makes voting decisions. Telephone interviews were conducted with a panel of 97 subjects and later with 470 other subjects. Considerable support was shown for the hypothesis that television reliant voters use candidate image characteristics in making their voting choices more than do the newspaper reliant ones. Little support was given to a second hypothesis that the perceptions of candidates' stands on issues play a stronger role among the newspaper reliant.

Becker, Lee B., & Dunwoody, Sharon. Media use, public affairs knowledge and voting in a local election. *Journalism Quarterly*, Summer 1982, *59*, 212-218, 255.

Determines the extent to which the information the electorate had about the candidates was linked to media use and the impact this information had on the final election outcome. During one week in October telephone interviews were completed with

550 registered voters in Columbus, Ohio. Included in the survey were measures of media use, knowledge of the local candidates, vote intention, and standard demographic features. The media use items included the number of days of newspaper readership, frequency of listening to radio news, and frequency of viewing television newscasts. The subjects were asked to tell what they knew about the local candidates running for offices. Within 10 days after the election, follow-up interviews were conducted with 118 of the persons interviewed earlier; of these, 102 reported voting. In the post-election survey subjects were asked questions on their vote choice, their reasons for their decisions, and their media use during the campaign. The data showed that knowledge of the candidates was linked to the use of local newspapers especially and of radio news, but not to television. Subjects who were knowledgeable about the candidates were likely to vote for them.

GADZIALA, STEPHEN M., & BECKER, LEE B. A new look at agenda-setting in the 1976 election debates. *Journalism Quarterly*, Spring 1983, *60*, 122-126.

Investigates the effects of the 1976 election debates. Telephone interviews were held before and after the three presidential debates and the single vice presidential one. The questionnaires contained three measures of issue salience and of direct exposure to the debates. Open ended questions were asked in regard to issues subjects considered important. This allowed for an issue-by-issue analysis of debate effects on issue salience. To determine which issues should be examined in such an analysis, three types of content analytic data were used: published content analyses of the debate, a content analysis of the front pages of two newspapers, and a content analysis of *Newsweek* coverage during the campaign period. The purpose of the content analyses was to determine which issues should show an agenda-setting influence which could be attributed to the debates. Based upon the findings of the study, it was concluded that there was no convincing evidence of an agenda-setting effect for the debates or the other media examined.

BENIGER, JAMES R. Does television enhance the shared symbolic environment? Trends in labeling of editorial cartoons, 1948-1980. *American Sociological Review*, February 1983, *48*, 103-111.

Collects time series data beginning in 1948 and continuing every four years (presidential election years) of editorial cartoons appearing in five metropolitan newspapers. The items coded for each of the 1,154 editorial cartoons were the number of actual persons depicted, the number of these people labeled by name, and the total number of other symbols labeled in the cartoons. From these the proportion of actual persons labeled and the mean number of labeled symbols per cartoon were calculated; both declined over the period 1948 to 1980, as hypothesized. Temporal correlation and indirect inference suggest that television is at least a partial cause of the change. The influence of television on shared images was also noted by cartoonists themselves.

ELEBASH, CAMILLE, & ROSENE, JAMES. Issues in political advertising in a Deep South gubernatorial race. *Journalism Quarterly*, Autumn 1982, *59*, 420-423.

Examines the content of radio, television, and newspaper advertisements of political candidates for governor in a southern state. Five graduate students coded all paid advertisements between April 1 and November 7, 1978, for the length or size of the advertisement, political issues presented, and the general production technique for each advertisement. When compared with the results of a 1977 poll concerning political issues of concern to the public, the results of this study showed that the candidates and their advertising agencies did a good job of covering the issues of concern. Each candidate who used all the media covered more different issues in print advertising than in the electronic media. Political advertisements in newspapers contained a substantial number of political issues. As the size of advertisements increased, the number of issues also increased.

HOFSTETTER, C. RICHARD, & LOVEMAN, BRIAN. Media exposure and attitude consistency about immigration. *Journalism Quarterly*, Summer 1982, *59*, 298-302.

Tests whether levels of awareness and salience concerning immigration, documented or undocumented, are greater among persons with greater media exposure. Data were taken from a larger study in which 500 adults were interviewed concerning their attitudes towards immigration into the United States. Media exposure items were used to measure general exposure to television news, newspaper stories, and interpersonal discussions concerning news stories about immigration. Nearly half reported reading more than 10 stories about illegal aliens in the last six months. More than 30% reported similar exposure to television news stories. The media appear to have facilitated the diffusion of information about immigration and about its social and political consequences.

LENT, JOHN A. Mass media in East Malaysia and Brunei. *Gazette*, 1982, *30*, 97-108.

Explains the problems and use of newspapers, radio, and television in the East Malaysian states of Sabah and Sarawak and in Brunei. The few successes in these places relate more to broadcasting than to the print media. In Brunei the press is almost nonexistent. The culture there has jumped from interpersonal communication to color television, barely touching print communications in an intermediate stage. The East Malaysian press has experienced political problems, insufficient advertising, scarcity of journalists, and multiplicity of languages. Circulations did not increase very much in East Malaysia because only 40% of the people are literate and about half of these are readers. East Malaysian newspapers suffer from the press problems of the Third World nations—lack of capital, materials, and staff and over-dependence upon governmental sources of information.

ELTON, MARTIN, & CAREY, JOHN. Computerizing information: consumer reactions to teletext. *Journal of Communication*, Winter 1983, *33*, 162-173.

Conducts a field trial of teletext services to 40 households and 10 public sites. The data are based on meter records of approximately 5,000 user sessions, 100 in-home interviews, more than 12,000 user sessions at public sites, on-site observation and notation of 239 user sessions, a survey of 235 teletext users, and 175 hours of on-site ethnographic recordings. A small electronic newspaper service was offered from June to December, 1981; a small electronic feature magazine, from January to July, 1982. The most frequently used frames of the electronic newspaper were news, sports, weather, lists of entertaining events, and business information. The more frequently used frames were those that offered timely information and those that were frequently updated. Users responded well to electronic art, a chess puzzle, and charts of business trends in the electronic feature magazine. Teletext was used most frequently by males and people under the age of 45. Some of the problems users had seemed related to poor reading skills, weak vision, arthritis, and lack of experiences with computers.

STELMAKH, V.D. *Books and the Mass Media: Modes of Interaction in the USSR.* Studies on Books and Reading, No. 10. Paris, France; UNESCO, 1982.

Details the use of mass media in the USSR. Included in the report are the theoretical elaboration of the problem, secondary analysis of information yielded in previous studies, and the analysis of new empirical data on the functioning of the book and other communication channels in different social milieux. All components of the mass communication system are important social and cultural phenomenon and are tightly interwoven. Publishing activities are the responsibility of the USSR State Committee for Publishing, Printing, and the Book Trade. An in-depth study of the interaction of the book with mass media was conducted with people from small towns, villages, and the working population from middle and large cities being interviewed. Marked differences in the use of leisure time were noted for the subjects in the different kinds of communities with villagers viewing television more and reading less than urban dwellers. In the country, magazines and newspapers play a far greater role than books. Most of the subjects reported reading less as a result of TV watching. The most educated groups were the least oriented towards television. Reading was considered by all population groups to be a prestigious leisure activity.

III-2 Content analysis of printed sources

MARSHALL, THOMAS R. The benevolent bureaucrat: Political authority in children's literature and television. *Western Political Quarterly*, September 1981, *34*, 389-398.

Examines the political content of non-newscast television programs and of children's literature. Government symbols and the manner in which officials are depicted were coded. Books coded for the literature sample were drawn randomly from the preschool and early grades sections in two libraries. Five types of television programs were analyzed. Based upon the findings it was concluded that government officials, symbols, and programs are frequently depicted in children's books and on television, that the media's view of government is a narrow and restricted one, and that when government officials appear, they are usually competent and benevolent.

RONEY, R. CRAIG. Fantasizing as a motif in children's realistic literature. *Language Arts*, April 1983, *60*, 447-455.

Uses five major functions of fantasizing and three aspects of story plots to analyze and categorize plots of children's stories with a fantasizing motif. In general, the 34 stories for preschool to grade 3 children involved simple plots and exposed the reader to a single function of fantasizing, that of the divertive technique where the characters use fantasizing to deal with their anger, embarrassment, or frustration, largely through wish fulfillment. In the 11 stories for older children the characters use fantasizing for multiple purposes although the predominant function is the divertive technique. The characters are reminded that fantasizing is of limited value in solving real-life problems.

GOODMAN, JAN. Out of the closet, but paying the price: Lesbian and gay characters in children's literature. *Interracial Books for Children BULLETIN*, 1983, *14*(3 & 4), 13-15.

Focuses on children's books published since 1969 which contain lesbians and gay males as central characters. Analyzed were 14 young adult titles, 3 books for young children, and 5 books for adults but suitable for teenage readers. This analysis revealed stereotypes, assumptions, and inaccuracies. Ten of these with examples from the books analyzed were delineated.

MARCELL, MICHAEL. Sex education books: An historical sampling of the literature. *Children's Literature in Education*, Autumn 1982, *13*, 138-149.

Analyzes and compares sexual advice and information in 30 children's picture books and in parents' child-guidance manuals written at widely different times. In the early books parents were given advice sometimes in the form of commentary but more often in the form of simple stories to be read to children. In more recent books, including those for children, a more direct approach is suggested when children ask sex-related questions.

D'ANGELO, KAREN. Biblio-power: Promoting reading and writing with books. *Reading Psychology*, October-December 1982, *3*, 347-354.

Identifies Newbery (1938-1982) and Caldecott (1922-1982) Medal books which possess biblio-powers, defined as the invisible influence of books to develop the affective domain. The books were read to determine in which books reading or writing was either a main theme or a related aspect of plot or characterization. In 96% of Caldecott books and 74% of Newbery books reading was neither a main theme nor related aspect. In 100% of Caldecott books and 89% of Newbery books writing was not a main theme nor related aspect. Books are listed in the report in which reading and/or writing is a main theme or critical aspect of plot or characterization. Suggestions for teaching using biblio-power are included.

KOLBE, RICHARD, & LAVOIE, JOSEPH C. Sex-role stereotyping in preschool children's picture books. *Social Psychology Quarterly*, December 1981, *44*, 369-374.

Analyzes 19 Caldecott Medal winners and honor book selections from 1972 to 1979 for the presence of sexism in terms of ratio of female to male pictures and characters in the book, sex of the main character, females in the book (human and animal form), and sex-role portrayal and characterization. The roles portrayed by the characters were evaluated on the dimensions of expressive/instrumental, significant/insignificant, stereotyped/nonstereotyped. The results were compared with the findings of a similar 1972 study. While the ratio of female pictures and characters has improved considerably since 1972, role portrayal and characterization have not changed. Additional analyses were made of the sex of the character on the front and back covers, sex of the author and illustrator, number of pictures of male and female characters and number of male and female characters.

HEATHCOTE, OLIVIA D. Sex stereotyping in Mexican reading primers. *The Reading Teacher*, November 1982, *36*, 158-165.

Investigates sex stereotyping in eight Mexican reading texts published in 1960 and in 1972. The analysis included the numbers of male and female characters, the major characters, their careers, and characters in the traditional male and female roles in 20 stories and poems in each reader, a total of 160 selections. There were significantly more males than females in both the 1960 and the 1972 readers. In 1960, 8% of the male characters were major ones, and 4% of the females were major characters; the difference in proportions being statistically significant. In 1972, the differences were not significant. Females were underrepresented in careers to a significantly greater degree in 1972 than in 1960. There were considerably more traditional male and female role reinforcements in 1960 than in 1972.

TAXEL, JOEL. The American Revolution in children's fiction. *Research in the Teaching of English*, February 1983, *17*, 61-83.

Analyzes 32 children's Revolutionary War novels, published between 1899 and 1976, for ways that authors explained the Revolution as an historical event and the narrative structures used. These were considered in light of the socioeconomic and historical changes that occurred over the 77-year period during which the novels were published. The novels were placed into one of four time periods for the analysis: 1899-1930, 1937-1953, 1959-1961, and 1967-1976. Most of the books contained a selective, simplistic, and conservative interpretation of the Revolution. Significant dimensions of the conflict and the aftermath of the war were omitted in most of the novels. The analysis of the narrative style revealed an interdependence between novel content and structure. As a result, changes in the conception of the Revolution as an historical event were accompanied by changes in novel structure.

NIETO, SONIA. Children's literature on Puerto Rican themes—Part I: The messages of fiction. *Interracial Books for Children*, 1983, *14*(1 & 2), 6-9.

Analyzes 56 children's books about Puerto Rico and Puerto Rican themes published between 1972 and 1982 and compares the results with a similar study conducted in 1972. From the current study 8 titles are recommendable; 12 are recommended with reservations; and the remainder have the same flaws as found in the earlier study such as stereotypes, caricatures instead of real characters, lack of racial diversity, glossing over racism and oppression faced by Puerto Ricans. The books are still full of misconceptions, half-truths, and omissions in regard to the female characters. Only two books reflect the richness of Puerto Rican oral and literary traditions. Poetry is missing in these books although it is often the center of Puerto Rican social life.

NIETO, SONIA. Children's literature on Puerto Rican themes—Part II: Non-fiction. *Interracial Books for Children*, 1983, *14*(1 & 2), 10-16.

Identifies non-fiction children's books on Puerto Rican themes published since 1972. These fall into three groups: oral histories (3), biographies (9), and books on Puerto Rican culture and history (18). The writer in case studies found most of the books to misrepresent the past and present of the Puerto Rican people. Some of the criticisms of these books include the following: negative depictions or idealized, unrealistic portrayals of individuals and groups; false pictures of Puerto Rico; ethnocentric, colonialist, and racist presentations of history; glossing over the struggle for independence; omission of negative acts by the United States towards Puerto Rico.

BLAIR, HEATHER. Canadian native peoples in adolescent literature. *Journal of Reading*, December 1982, *26*, 217-221.

Examines the content and readability of adolescent literature (15 fiction, 5 nonfiction) about Native Americans from Northern and Western Canada, four being written by native authors. The nonnative authors wrote largely adventures, in which young men encountered but overcame harsh conditions of the North. The main characters are predominantly male with women playing only minor roles. In stories written by native writers women are often the central characters. These writers tend to write about the hardships native people have experienced due to discrimination, lifestyle changes, and economic and political struggles. A table included with the report gives information about the readability level, native or nonnative author, time the book took place, main character, location and tribe, and the plot of each book.

SHAVIT, ZOHAR. The notion of childhood and the child as implied reader (test case: "Little Red Riding Hood"). *Journal of Research and Development in Education*, Spring 1983, *16*(3), 60-67.

Examines Perrault's, Grimm's, and three modern versions of "Little Red Riding Hood" to determine links between the notion of childhood in culture and the presuppositions about the child as implied reader. The various changes in the text were based on different assumptions of childhood, especially about the child's capacity to understand and the themes to which he should be exposed. Various adaptations were made in characterization, the introduction of unsuitable events, and the assumed social norms of the text. The principal difference lay in the solutions offered for problematic issues. It was concluded that what was important was the way childhood was perceived by society which, in turn, determined to a large extent the content of stories and books.

COMPTON, MARY F., & SKELTON, JUANITA. A study of selected adolescent problems as presented in contemporary realistic fiction for middle school students. *Adolescence*, Fall 1982, *17*, 637-645.

Identifies the 15 most popular realistic fiction books among middle school students in a representative sample of 116 middle schools and analyzes these books in terms of 26 problem concerns by young adolescents. College professors teaching courses in adolescent development prepared the list of problems faced by adolescents; professors specializing in children's literature identified the most popular fiction books among early adolescents. The 15 most popular books were content analyzed for the 26 problems identified; the total number of pages devoted to the problems was determined. Spearman rank-order correlations were calculated to determine the relation of the popularity rank and the rank in total proportion of each book related to each of the problem areas. No significant relationships were found.

MATTER, ROXANA MARIE. Elkind's theory of adolescent egocentrism as expressed in selected characters of M.E. Kerr. *Adolescence*, Fall 1982, *17*, 657-666.

Determines the extent to which the unique features and typical behaviors of Elkind's theory of adolescent egocentrism are manifested in M.E. Kerr's seven adolescent novels. The characters were analyzed in terms of four characteristics of adolescent egocentrism as delineated by Elkind: imaginary audience and fantasies, personal fables, pseudostupidity, and apparent hypocrisy. A case study of *Dinky Hocker Shoots Smack!* illustrated the analysis. The findings of the analyses of all seven novels by Kerr are included.

KNODEL, BEA. Still far from equal: Young women in literature for adolescents. *Minnesota English Journal*, Winter-Spring 1983, *13*(2), 1-5.

Analyzes types of books and characters in novels that young female adults like and three classifications of books found on recommended lists. The first on this list are books which portray exclusively masculine worlds. A second category fail young women readers because the books appear to deal equally with male and female characters, but the boys are really active and the girls, passive. The last group include well written novels in which girls are main characters but do not show characteristics most intelligent young readers would wish to emulate. There are some good books with fine young heroines available. Examples of all novels and/or authors are included in the report.

ANDERSON, NANCY, & BECK, ROCHELLE. School books get poor marks: An analysis of children's materials about Central America. *Interracial Books for Children BULLETIN*, 1982, *13*(2 & 3), 3-12.

Analyzes 30 children's books and 31 United States history texts to determine what information is included about Central America. A panel of 15 reviewers knowledgeable about Central America analyzed the books. Criteria were prepared focusing on the accuracy of the books and their quality as teaching tools. The conclusions of the reviewers include the following: Books suggest in a variety of ways that Central America is not important. Most of the books contain racial and ethnic stereotypes. The major causes of underdevelopment and poverty are delineated as climate, physical terrain, and the shortcomings of Central Americans, exploitation rarely being mentioned. The books communicate that Central American countries are important only as they directly effect U.S. economic or strategic interests. The books distort the role of the U.S. as a "helper" in Central America and emphasize exotic differences. Brief reviews of the books analyzed are included in the report.

WATSON, EMILY STRAUSS.Handicapism in children's books: A five-year update. *Interrracial Books for Children BULLETIN*, 1982, *13*(4 & 5), 3-17.

Reviews 54 children's books published since 1977 concerned with various impairments. In addition, 20 other books which had already been reviewed in the

BULLETIN were considered. The largest number of books dealt with mobility impairments, followed by hearing, visual, and developmental disabilities. The books were reviewed by both disabled and non-disabled people active in the disability rights movement. Although there has been an increase in the number of positive books written on the topic, many of the stereotypes still appear, such as portraying handicapped people as pathetic. A large number of books contained misinformation and/or glaring errors about disability. A brief review of each of the 54 books appears in the report.

GUELLA, BERNARD. Short stories with deaf fictional characters. *American Annals of the Deaf*, February 1983, *128*, 25-33.

Investigates the treatment of deaf fictional characters in short stories using a case study approach. Deaf fictional characters have been found in stories from the early 1800s. In this report the stories are divided into two groups: those presenting deaf characters realistically and those characters who do not adequately represent the deaf community. In approximately two-fifths of the stories, deaf characters are treated with little or no understanding or are assigned too small a part to have meaning. When deaf characters are not portrayed realistically, they may be presented stereotypically as a grotesque or mysterious person; their outer appearance may be used as a manifestation of their inner nature. Much misinformation about deaf people was found in the books surveyed even when written by well known authors. The stories that offered more insight about deafness tended to be those written after the 1920s and 1930s.

HOPKINS, CAROL J. Representation of the handicapped in basal readers. *The Reading Teacher*, October 1982, *36*, 30-32.

Examines the most recent editions of 12 major basal reading series, preprimer through sixth grade, for references to handicapped people. Of the 4,656 selections analyzed, only 39 stories (less than 1%) dealt with any kind of handicapping condition. No selections about handicapped individuals were included before the third grade level. In 5 of the 12 basal series, stories about the handicapped were found in only one text. Blindness was represented in 25 of the 39 stories; much overlap was noted in these selections. Handicaps represented in the other stories and the number of stories in which they were found are physical disabilities (8), deafness (5), and mental retardation (1).

LOGAN, JOHN W., & GARCIA, JESUS. An examination of ethnic content in nine current basal series. *Reading Horizons*, Spring 1983, *23*, 165-169.

Investigates the extent to which stories depicting three ethnic groups (blacks, Hispanics, native Americans) are contained in nine basal reading series (grades one through six). A fourth group labeled "Multiethnic" included major characters from more than one ethnic group. Categories for coding ethnic story content were based on guidelines two publishing companies use for the depiction of ethnic characters. The amount of content about ethnic groups among the major basal reading series analyzed is basically parallel with no single series offering more ethnic content for a particular group than another series. These basal series included more stories about blacks and multiethnic groups than about Hispanics and native Americans. The total number of ethnic stories does not vary greatly among the series.

STUART, JOHN A. An identification of life science concepts in selected secondary school science textbooks. *School Science and Mathematics*, March 1982, *82*, 189-200.

Ascertains the extent to which life science concepts were found in seven life science textbooks, grades 7-9, and eight textbooks in grades 10-12. concepts were categorized under six areas: physiology, morphology, genetics, evolution, ecology and applied biology. The range of basic concepts in the junior high textbooks was 121 to 373; in the senior high books, 319 to 455. The areas having the largest number of concepts for grades 7-9 were ecology (34.6%) and physiology (28.8%); for grades 10-12, physiology (34.4%), and ecology (28.1%). The smallest number of concepts for both groups was in evolution.

Krupka, L.R., & Vener, A.M. The treatment of aging in biology textbooks. *Education Digest*, November 1982, *48*(3), 30-31.

Investigates the treatment of aging in 43 introductory college biology and 38 secondary school biology textbooks. No information on the biology of aging was found in 22 college books. Of the 21 containing such information, 19 had from one to four pages devoted to aging. Of the 38 secondary school textbooks analyzed, 32 included no material on aging. The other six had from one to three pages. No textbook was judged adequate in treating the biological changes in aging or the theories of aging.

Wigutoff, Sharon, & Herscovici, Sergiu. Militarism in textbooks: An analysis. *Interracial Books for Children BULLETIN*, 1982, *13*(6 & 7), 15-17.

Analyzes the content of 11 widely used junior and senior high school history textbooks published since 1979 for their presentation of information about militarism, war, previous uses of nuclear weapons, and related topics. The investigators compiled a list of significant terms, checked index entries for these topics, and formulated a series of questions to determine the coverage of issues essential to an understanding of peace education. It was concluded that the information presented about nuclear weapons and the dangers of nuclear war is inadequate and misleading. The writers of the textbooks either avoided references to nuclear arms and concentrated upon the use of nuclear power as an energy source or acknowledged the existence of an arms race but failed to provide the background necessary for discussion about the consequences of the arms race.

Groff, Patrick. The Freedmen's Bureau in high school history texts. *Journal of Negro Education*, Fall 1982, *51*, 425-433.

Examines 36 Unites States high school history texts published from 1971 to 1980 as to their interpretations of the Freedmen Bureau's provisions for work and economic betterment for the freedmen. The analysis was specifically concerned with discussions of the negative role played by the Bureau in the freedmen's attempt to assume a proper status in the post-Civil War American society. Of the 36 books examined, only 7 failed to make any mention of the Bureau. The remaining 29 texts were placed into one of four categories: discussion of the Bureau in a superficial manner (11), positive evaluations (9), implications that the Bureau was not altogether successful (5), and a straightforward historically accurate account of the shortcomings of the Bureau (4).

Leak, Sarah E., & Phillips, Richard C. History and economics textbooks and the treatment of free enterprise. *High School Journal*, February/March 1983, *66*, 166-169.

Analyzes 14 American history and 8 economics textbooks which are on the North Carolina state adopted list of textbooks. The purpose of this case study was to determine if, in these textbooks, the definitional components of free enterprise were discussed, if free enterprise or an acceptable synonym was used, the extent to which free enterprise was explained, and if there was positive treatment (advocacy of a free market economy) or negative treatment (advocacy of government intervention into the economy). Free enterprise received relatively little positive treatment in the textbooks surveyed. They advocated a strong role for the government in the economy, much to the detriment of free enterprise. The research revealed that these textbooks were inadequate for use in teaching the free enterprise system.

Fleming, Dan B., & Nurse, Ronald J. Vietnam revised: Are our textbooks changing? *Social Education*, May 1982, *46*, 338-343.

Evaluates 10 American history textbooks published between 1977 and 1981 to determine how the Vietnam War was handled and to compare its treatment with that in two earlier reports of textbooks published closer in time to the war. Generally, the 10 texts tended to focus upon political and military aspects of the conflict with only one providing any background of the cultural setting. Most topics were treated evenhandedly with few instances of blatant or implied dishonesty, although various moral issues are neglected. Omissions are delineated in the report. Most of the textbooks offered a sketchy account of the Vietnam War, but the more recent textbooks are more objective and more accurate. Descriptions of the treatment of the handling of different issues are included.

Wigutoff, Sharon, & Santos-Rivea, Iris. U.S. history texts: Any change in ten years? *Interracial Books for Children*, 1983, *14*(1 & 2), 17-20.

Analyzes 25 high school history textbooks published in three time periods (8, 1961-1972; 7, 1973-1979; 10, 1980-1982) to determine the treatment of Puerto Rico. When possible, the content of different editions of the same text were compared. In all, 18 different titles and 12 publishers were represented. Findings are presented for six periods in the history of Puerto Rico. The analysis showed that stereotypes, distortions, and omissions continue to pervade these books. There is no reflection of new scholarship of the past decade. Only the Anglo-American perspective on U.S.-Puerto Rican relations is given. A decrease of substantive information on Puerto Rico was noted in texts published after 1980. Controversial issues are generally avoided, and discussions of important events are fragmented.

Wiley, Marylee. Africa in social studies textbooks. *Social Education*, November/December 1982, *46*, 492-497, 548-550, 552.

Reviews studies concerned with the treatment of Africa in social studies textbooks and examines recent social studies textbooks for any changes concerned with different aspects of African life and history. This study is part of a larger study evaluating the balance, accuracy, and currency in the presentation of Africa in North American texts and media. Significant progress has been made in both quantity and quality of information about Africa in the textbooks during the past five years. Terminology was less stereotypical; a diversity of cultures and nations was depicted; more early African history was included. The choice of photographs in some of the new textbooks is improved because urban places and people are included. In some cases life styles of certain African societies are oversimplified.

Giacalone, Robert A.; Robinson, Brian; Gracin, Lynn; Greenfeld, Norman; & Rosenfeld, Paul. Concern for ethics in social, industrial and clinical psychology as reflected in textbooks and journal articles. *Bulletin of the Psychonomic Society*, July 1982, *20*, 1-2.

Assesses six textbooks from social, industrial, and clinical psychology published between 1975 and 1980 and journal articles published before 1975 for references to ethics, experimental ethics, and professional ethics. Three raters independently categorized the citations as social, clinical, industrial, or miscellaneous. The last category was dropped from the analysis. Of the 218 citations, 182 were from clinical psychology; 27, social psychology; and 9, industrial psychology. A chi-square analysis showed reliable differences among the three. Social psychology showed more concern for ethical issues than the other two types of psychology.

Eberts, Cindelyn Gray, & Gray, Philip Howard. Evaluating the historical treatment of female psychologists of distinction using citation analysis and textbook coverage. *Bulletin of the Psychonomic Society*, September 1982, *20*, 7-10.

Analyzes 20 histories of psychology textbooks published between 1950 and 1976 for their treatment of five women and five men eminent in psychology half a century ago. A citation analysis was also performed with the entries to the *Science Citation Index* and *Social Science Citation Index*. When the citations were ranked according to numbers, the males and females do not separate into statistically different groups. The range of citations was 24 for one psychologist to 101 for another. Nine of the textbooks did not mention any of the five female psychologists.

BERTILSON, H.S.; SPRINGER, D.K., & FIERKE, K.M. Underrepresentation of female referents as pronounds, examples and pictures in introductory college textbooks. *Psychological Reports*, December 1982, *51*, 923-931.

Analyzes 11 textbooks in nine different disciplines for representation of females and males in generically intended nouns and pronouns, examples, pictures of people in authority, pictures of employed or active people, and pictures of groups of people. A random sample of 30 pages was analyzed from each book for generic noun and pronoun usage. The main characters in pictures and in cartoons were characterized as male or female within the categories of people in authority and employed or active people. Pictures of groups of people were counted as predominantly female or male. The frequencies of female, male, and neutral nouns and pronouns were analyzed by a two-factor (gender, books) analysis of variance. In every analysis females were significantly underrepresented. The textbooks portrayed significantly fewer females than males as active or employed and as authority figures.

MCNAIR-COLLINS, KATHLEEN, & HARBECK, KAREN M. The presentation of women in college-level American history textbooks. *California Council for the Social Studies*, Spring 1980, *19*(3), 8-10.

Content analyzes 33 editions, representing 51 volumes, of college-level United States history textbooks for references to women. These references were categorized under three dimensions: life role, level of activity rated from active to inactive; and the tenor of the reference based on the context in which it appeared. The general tone was categorized as positive, neutral, negative. The image of women was found to be one of passive adjuncts to a man's world. These textbooks devoted 72.9% of the photographs to illustrations of men only; 6.1%, women. In the indices references were made to 1,053 males and 43 females. The average textbook devoted 96% of its content to male contributions.

KUMAR, KRISHNA. Literature in the reading textbook: A comparative study from a sociological perspective. *Research in the Teaching of English*, December 1982, *16*, 301-319.

Identifies and compares symbols of social relationships used in children's prose reading materials for fourth, fifth, and sixth grades in India and in Canada. The *Social Relationships in Children's Stories* instrument was used in the analysis of 77 Indian and 196 Canadian selections. Social interactions were contrasted across five elements, some of which were further subdivided: agent (principal actor), act (plot), scene, agency (the means used in the performance of the act), and purpose (aim or audience to which the act was addressed). Among the findings related to the agent are the following: adults outnumber children in the Indian sample; the opposite was true in the Canadian sample, each sample reflecting its society's childrearing practices. Both literatures are male dominated. In neither sample is the society's present occupational and political structure accurately reflected. Ten different kinds of acts were identified. Many other findings concerning the five main elements are included in the report.

SINGH, B.N. Information needs of engineering scientists in India. *International Library Review*, April 1981, *13*, 167-188.

Investigates through citation analysis and a questionnaire the information needs of engineering scientists in India. An analysis of the bibliographical citations listed at the end of articles in 33 issues of the eight divisions of the *Journal of Institution of Engineers* during 1977 and the data obtained through questionnaires revealed the characteristics of information needed by engineering students. Of the total number of citations 1,467 (77%) were to primary, 57 (2.99%) to secondary, and 381 (20%) to tertiary literature with 66 citations being unidentifiable. The primary sources in order of need are journals, conference proceedings, research reports, theses, research monographs/occasional papers, and standards/ specifications for patents. Over 87% of the information needs are met by foreign journals and 12% by Indian journals. Needs in secondary and tertiary divisions and in other disciplines were explained.

LOUGHLIN, BEVERLY. The women's magazine short-story heroine. *Journalism Quarterly*, Spring 1983, *60*, 138-142.

Replicates a 1969 study to determine if fiction in three recent women's magazines reflects the rising levels of the American women's education and employment. Six issues of each magazine published between November, 1979, and April, 1981, were read. The final sample included short stories and short-short stories each having at least one well-defined American female character 18 years of age or older. The traits of each character were recorded under 12 categories. The typical female character was an attractive, happily-married woman in the 26-35 age group. She lived in a house in the city, had one or two children, and held a job. She was college educated and in the middle economic level with family-oriented problems which were psychological in nature. The two major changes noted between the results of this study and of the earlier one were in the heroine's occupation and her goals. Other changes were noted. The fiction examined paralleled some of the changes occurring in America.

CANTOR, MURIEL G., & JONES, ELIZABETH. Creating fiction for women. *Communication Research*, January 1983, *10*, 111-137.

Describes and contrasts the contents of *Redbook* and *True Story*, emphasizing that working class women are presented differently from their middle class counterparts. *Redbook*, one of the service magazines intended for middle class housewives, emphasizes fiction and is noted for its liberal editorial policy concerning women's right. Story topics have changed over time but the general themes have remained love, duty, and home. In *True Story*, the stories are presented as being true, are always written in first person, and, over a period of 50 years, have sexual relations as a theme. Most of the article was concerned with writing for these two magazines.

WILLIAMS, ROSEMARY HAYDOCK, & WILLOWER, DONALD J. The school administrator in fiction. *Educational Forum*, Spring 1983, *47*, 353-363.

Examines British and American fiction about school administrators, supplemented by biographical works. Brief case studies are given of selected novels in which school administrators are portrayed. It was concluded that school administrators are portrayed stereotypically as villainous ogres, unimpressive clods, or kind altruists in the early literature; they are largely absent from the modern novels.

BARKIN, STEVE M. Changes in business sections, 1931-1979. *Journalism Quarterly*, Autumn 1982, *59*, 435-439.

Analyzes the business sections of three major newspapers to determine shifts in the coverage of business news in the five decades between 1931 and 1979. A randomly chosen 10-day sample of each newspaper's business section in alternate years resulted in 250 business sections for each paper being analyzed. Stories were categorized into one of five major news categories: individual firms, national economy, international economy, consumer, professional business community. Frequencies were obtained for each of the five categories for each newspaper. A decline was noted within most or all of the papers in news of the national economy. Increases in coverage were found for international business news, consumer-related news, and the professional business community.

MYERS, DAVID S. Editorials and foreign affairs in recent presidential campaigns. *Journalism Quarterly*, Winter 1982, *59*, 541-547.

Describes the results of a content analysis of 10 of the nation's newspapers for the amount and partisan direction of editorial space devoted to foreign affairs and ascertains which foreign policy issues were discussed and the manner in which they were dealt with in the 1980 presidential campaign. The analysis covered 64 days from September 1 to November 3. The results were compared with similar content analyses using the same techniques for 1964, 1968, 1972, and 1976. The editorials were classified as Democratic, Republican, or neutral. Column lines were recorded to enable a comparison between foreign affairs and other election items and to ascertain which foreign policy issues were most frequently discussed. The number of election editorials in the 1980 analysis for all newspapers was 363, 21.2% being Democratic, 19.8% Republican, and 59% neutral. For all newspapers 37.2% of the editorials were devoted entirely to foreign policy matters. Seventeen different foreign policy issues were discussed.

MYERS, DAVID S. Editorials on the economy in the 1980 presidential campaign. *Journalism Quarterly*, Autumn 1982, *59*, 414-419.

Ascertains the amount and partisan direction of editorials space devoted to economic issues in the 1980 presidential election in 10 leading newspapers in the United States. During a 64-day period the election editorials were classified as Democratic, Republican, or neutral in leaning. Column lines were recorded so that a comparison could be made between the economic issues and other issues, both domestic and foreign. The number of 1980 presidential campaign and election editorials varied between 14 and 22. Of the total of 223 election editorials dealing with specific issues, 22.9% were Democratic; 20.6%, Republican; and 56.5%, neutral. There were 38 specific issues dealt with in the editorials with 18 being concerned with foreign affairs and 20 with domestic affairs. The editorial discussion on the economy varied among the newspapers. One of the conclusions was that the opinion expressed by these 10 newspapers gave considerable support to the thesis that economic issues were decisive considerations for the voters on election day.

ANDERSON, DOUGLAS A., & PINGELTON, DAN. Examination of the content of the "Washington Merry-Go-Round." *Newspaper Research Journal*, April 1982, *3*(3), 45-51.

Analyzes the content of the "Washington Merry-Go-Round" column for 1980. Entries were measured by the column inch, were counted, and were recorded under one of 14 categories. The categories that led all others were President Carter, Congress, General international, and General federal government. The subjects discussed in the column were diversified, and readers were provided with a broad overview of political affairs.

TANKARD, JR., JAMES W., & ADELSON, RACHEL. Mental health and marital information in three newspaper advice columns. *Journalism Quarterly*, Winter 1982, *59*, 592-597, 609.

Content analyzes columns of Ann Landers, Abigail Van Buren, and Joyce Brothers to determine whether they were perpetuating or refuting common misconceptions regarding the topics of mental health and marital problems. The sample included a total of 247 columns, containing 542 items with 179 concerned with mental health and 104 with marriage. These columnists appeared to be refuting the myths in both areas more than they were supporting them. The messages receiving the greatest emphasis in mental health were that mental health problems were serious but not hopeless and are treatable and for many problems one should seek professional help. They emphasized in the marital area that having children does not improve a potentially difficult marriage and that communicating one's feelings is not a sign of a poor marriage. The advice given is endorsed by psychologists and marriage counselors.

HANKS, WILLIAM, & MORGAN, HUGH. Coverage of the Vernon Jordan Attack: A race and sex case study. *Newspaper Research Journal*, April 1982, *3*(3), 14-21.

Compares the content in nine newspapers concerning the Jordan attack and the presence of Coleman, especially the frequency and manner of the references to Jordan's race, Coleman's race, and details of Mrs. Coleman's marital status and private life. News reports of more than 100 words published between the end of May, 1980, through June 15, 1980, were analyzed. Circulation size, except for the New York *Times*, seemed somewhat related to the number of references to race and to Coleman's marital status, while geographic locale did not. Race could not be ascertained from the contents of more than 60% of the 104 stories. At times Coleman's race and the facts of her divorces were linked without any bearing on the focus of the story.

FEDLER, FRED, & JORDAN, DEANE. How emphasis on people affects coverage of crime. *Journalism Quarterly*, Autumn 1982, *59*, 474-478.

Analyzes one Floridian paper to determine whether the selection and content of stories published in it discriminated against blacks. The paper's coverage of crime was monitored for three months in 1980. Crime reports for the same time period were examined each Friday. Attention was given to the numbers and types of crimes reported in the news stories, and the wording of these stories. Separate records were kept of the sex and race of the victims and the suspects in each story. The study was limited to felonies. The police investigated 1,741 felonies but only 15 were reported. None of the stories mentioned the victims' or the suspects' race. There were no significant differences between the coverage of crimes involving whites and those involving blacks, but blacks were more likely to be involved in the types of crimes considered newsworthy.

AMMONS, LINDA; DIMMICK, JOHN; & PILOTTA, JOSEPH J. Crime news reporting in a Black weekly. *Journalism Quarterly*, Summer 1982, *59*, 310-313.

Analyzes one black weekly newspaper for its coverage of crime news and the emphasis placed on certain kinds of crimes and compares the results with the crimes reported in the FBI's Uniform Crime Reports for the area served by the newspaper. The editions published between 1973 and 1976 contained 406 crime-related stories which formed the universe of analysis with the offense becoming the unit of analysis. Budd's attention score was used to calculate the emphasis received by the story in which each criminal offense occurred. A Chi-square goodness-of-fit computed for each of the four years showed that the crimes reported by the newspaper and by the FBI were significantly different. The most frequent crimes are least reported while those statistically more rare are likely to be published. Rank order correlation revealed that they were also the crimes most emphasized in the newspaper.

DAVIS, JUNETTA. Sexist bias in eight newspapers. *Journalism Quarterly*, Autumn 1982, *59*, 456-460.

Content analyzes eight newspapers to determine if the mechanical aspects or content of stories reveal sex bias, and if men and women are portrayed differently in the stories. Coders analyzed 5,500 stories from a constructed week in October, 1979. Coding included variables which were selected to provide a picture of how the metropolitan press presented women. Women were the main characters in 472 stories; men, in 2,847 stories. Women were featured more often in shorter stories with smaller headlines; men, in longer stories with larger headlines. Women were more likely to be the main characters in women's sections only. Men were quoted in 50.3% of all stories and women in 11%. Women were identified more often than men by personal information and by education. They made the news more often in domestic or subordinate roles or as sex objects but less often because of occupation, sports, or crime.

MURPHY, JAMES E., & AVERY, DONALD R. A study of favorability toward natives in Alaskan newspapers. *Newspaper Research Journal*, Fall 1982, *4*(1), 39-45.

Measures ethnic attitudes in content in native (Eskimos, Indians, Aleuts) and non-native Alaskan newspapers and focuses on attitudes toward native peoples, rather than on attitudes toward issues or topics. An analysis was made of 552 native-oriented stories in five white-owned and three native papers during a selected period. All stories were coded along eight dimensions: story type, source, orientation, substantiveness, topic, size, location, and favorability. The favorability scale contained four categories devised to test journalistic attitudes towards native people: favorable, neutral, balanced, and unfavorable. Attitudes toward native people were found to be positive in both the native and non-native press, with native papers being more favorable than non-native ones. News as a specific story type, wire service as a story source, and serious vs. light stories were predictors of lower favorability.

PATTERSON, III, OSCAR. An analysis of coverage of the Vietnam veteran. *Journalism Quarterly*, Summer 1982, *59*, 308-310.

Investigates the nature of front page newspaper coverage of the Vietnam war and the Vietnam veteran in three newspapers: the New York *Times*, the Chicago *Tribune*, and the Atlanta *Constitution*. Composite years were constructed for pre-1968 (1964-1967) and for post-1968 (1968-1973). The pre-1968 composite year yielded 72 stories from 34 issues; the post-1968 year, 52 stories from 33 issues. Stories were coded by three coders as favorable, neutral, or unfavorable towards the Vietnam war or the veterans. The investigator concluded that the press gave favorable coverage of the war and the veteran and that the amount of antiwar coverage increased in the post-1968 period with that coverage perceived as unfavorable towards both the war and the veteran.

RIFFE, DANIEL, & SHAW, EUGENE F. Conflict and consonance: Coverage of Third World in two U.S. papers. *Journalism Quarterly*, Winter 1982, *59*, 617-626.

Concludes from evidence gained from a content analysis of the New York *Times* and the Chicago *Tribune* that the American press throughout the 1970s tended to foster images of Third World nations as political systems rife with conflict. Trends in uniformity of foreign news coverage were explored by comparing all foreign news items for topics and locations in both papers on the same dates in 140 issues over a 10-year period. Location categories were First (Western industrialized countries and Japan); Second (Socialist or Communist nations); or Third World (emerging or developing nations). Ranking by topic frequency among 14 categories established a yearly topic agenda for each newspaper. Between-papers rank-order correlations were computed (Spearman's *rho*) as were topic agendas for the three geopolitical categories. Topic agreement was high for both papers, especially for Third World news.

STEPHENS, MITCHELL, & EDISON, NADYNE G. News media coverage of issues during the accident at Three-Mile Island. *Journalism Quarterly*, Summer 1982, *59*, 199-204, 259.

Analyzes the news coverage of seven health and safety issues during the accident at Three-Mile Island to determine how balanced the reporting was in 10 news organizations. Copies of all stories transmitted by the wire services, final editions of five newspapers, and transcripts of three network television morning and evening news were obtained. Comments in these reports that took a clearly reassuring or a clearly alarming position on the seven issues were coded. When a clear comment on either side was attributed to a different source within a different story, it was counted. Coverage of these issues was predominantly reassuring or positive. The majority of the negative statements dealt with the quality of information being released. The tone of the coverage was predominantly positive.

STOVALL, JAMES GLEN. Foreign policy issue coverage in the 1980 presidential campaign. *Journalism Quarterly*, Winter 1982, *59*, 531-540.

Examines the role which foreign policy issues played in the news reports of the 1980 presidential election campaign. News events of the campaign found in 49 daily newspapers from September 2 to November 4 were coded, resulting in a list of 757 news events. These items were then divided into two major categories: party and non-party events. Campaign events were further divided into two groups: campaign events and issue events; non-party events, into five groups: national polls, state polls, other polls, debates, miscellaneous. Stories about the campaign itself clearly dominated the news coverage. Those pertaining to foreign affairs or defense comprised 15% of all events with the following four subjects receiving the most coverage: Iran-hostages, stealth, Salt II negotiations, and war and peace.

BLEDSOE, ROBERT L.; HANDBERG, ROGER; MADDOX, WILLIAM S.; LENOX, DAVID R.; & LONG, DENNIS A. Foreign affairs coverage in elite and mass periodicals. *Journalism Quarterly*, Autumn 1982, *59*, 471-474.

Questions whether the readers of various American journals which cover foreign affairs read about similar topics although at different sophistication levels. Feature stories in eight publications having varied readerships were content analyzed for the 1970s. Coding was done within seven major themes, as political or economic, and within one or more of the geographical areas. The general focus of all publications except one was political with a geographical focus on Europe. When the journals are grouped by type, the foreign policy journals emphasize the world, and the role of the United States; the news weeklies, the "action" regions; the *Reader's Digest*, many regions; and the partisan journals, Europe and Asia. Two time periods were further analyzed: 1970-1975 and 1976-1979. The geographic areas were reconceptualized into two groups: the trouble spots and overview stories (United States and the world). The foreign policy magazines emphasized overview stories; the mass publications, the trouble spots. It was concluded that there was a high degree of overlap in the world images created but that the images are distinct.

POTKAY, CATHERINE E.; POTKAY, CHARLES R.; BOYNTON, GREGORY J.; & KLINGBEIL, JULIE A. Perceptions of male and female comic strip characters using the adjective generation technique (AGT). *Sex Roles*, February 1982, *8*, 185-200.

Compares the favorability of adjective descriptions of male and female comic strip characters appearing regularly in syndicated daily newspapers. The subjects were 30 female and 30 male midwestern undergraduate students who were asked to describe 20 comic strip characters from five daily comic strips by using the Adjective Generation

Technique. Two female and two male characters were selected from each comic strip, the most familiar being considered the primary character pair and the others, the secondary pair. Slides were projected on a screen in a dimly lit classroom in randomized order. A content analysis was performed on the lists of adjectives prepared by the subjects. Results were analyzed using a 2 x 2 x 2 ANOVA. Female comic strip characters were described more favorably than male characters; secondary characters, then primary characters. Included with the report were reviews of changes in sex-role biases and the possibility of sex-role biases going underground.

WINTER, JAMES P.; GHAFFARI, PIROUZ SHOAR; & SPARKES, VERONE M. How major U.S. dailies covered Quebec separatism referendum. *Journalism Quarterly*, Winter 1982, *59*, 603-609.

Content analyzes 14 United States daily newspapers for 31 days for stories about Canada prior to and following the voting on the Quebec referendum. The stories were coded on a number of dimensions, with particular attention paid to the Quebec referendum stories. There was a total of 107 referendum stories. No newspaper ignored the referendum story, but there was much variation among them in the coverage of the event. The theme that was emphasized was the results of the referendum followed by a discussion of the need for constitutional changes, poll results, and the clash of views between opposing sides in the debate. On the whole, the U.S. press contained accurate accounts of the events in Quebec, but there was a tendency to play up the dramatic and violent aspects of the referendum votes.

SINCLAIR, KEITH. 'Horserace' vs. 'substance' in coverage of election by British prestige press. *Journalism Quarterly*, Winter 1982, *59*, 598-602.

Conducts a content analysis on the non-editorial sections of four newspapers for April 2 to May 3, 1979, to determine how the British prestige press viewed the General Election campaign. A total of 910 stories was coded into one of two general categories: horserace coverage (non-substantive aspects of the campaign) and substantive coverage, which included issues and leaders' personal qualities. Horserace coverage included such categories as opinion poll reporting, mood of the country, political endorsements, and the like. It was found that the prestige press focused on substance, especially on issues. Any difference in terms of horserace/substance coverage was within party affiliated newspapers, not between them. The time variable had only a slight impact with a small upsurge of horserace coverage towards the end of the campaign.

SINCLAIR, KEITH. British prestige press editorials on leadership during 1979 campaign. *Journalism Quarterly*, Summer 1982, *59*, 230-234, 294.

Conducts a content analysis of the editorials of the British prestige press for a month prior to the May 3, 1979, election. The purpose of the study was to determine how the four selected newspapers viewed the campaign in terms of leadership and leadership policies of the candidates. The unit of measurement was the statement. A total of 864 statements was coded into one of six categories with each statement being classified as positive, negative, or neutral. Two patterns emerged from the findings of the study: a mixed treatment of leadership policies by the British press and a highly negative treatment in the editorials. More statements were made about the party leaders, followed by party leader policies. Broken down by party, the statements were Conservative, 48.4%; Labour, 45.6%; and Liberal 6%.

GUNARATNE, SHELTON. A. Reporting the Third World in the 1970s: A longitudinal content analysis of two Australia dailies. *Gazette*, 1982, *29*, 15-29.

Conducts a longitudinal study of Third World news coverage by two Australian dailies: the Melbourne *Age* and the Brisbane *Courier-Mail*. The sample of 48 issues contained 482 items on Third World countries divided between the two newspapers and the two time periods of 1970 and 1979. Each item was judged favorable, unfavorable, mixed, or neutral and also judged development news, non-development news, or other. Each item was categorized into one of six topics: political, economic, social and community, crime and accidents, sports, or miscellaneous. The item or whole article was the unit of analysis. The coverage in each newspaper in 1970 was compared with its coverage in 1979. Both newspapers were also compared for the same years. The coverage in the *Courier-Mail* deteriorated in 1979 compared with 1970, but the *Age* improved its coverage. In 1970 the presentation of news was similar in both papers, but in 1979 the *Age* outclassed the *Courier-Mail* with significant differences in terms of direction and orientation. A number of other related findings are included in the report.

UME-NWAGBO, EBELE N. Foreign news flow in Africa: A content analytical study on a regional basis. *Gazette*, 1982, *29*, 41-56.

Examines the patterns of news flow in Africa by geographic regions. Fifteen newspapers published in one continuous week and one composite week were content analyzed. Altogether, 42 African counties, grouped into five geographic regions and one political entity, were covered in the analysis. All materials were coded straight, without translation, by foreign students and some Americans with foreign language skills. Each item was measured in column-centimeters and coded according to source, location, and topic. The press in each country paid substantial attention to news about Africa but dwelled upon news about its home region. The categories of news given the most coverage were international politics, domestic politics, economics, and sports. Topics least reported were wars and conflicts, disasters and accidents, human interest, crime and justice, and social services.

NWUNELI, ONUORA E., & UDOH, EFFIONG. International news coverage in Nigerian newspapers. *Gazette*, 1982, *29*, 31-40.

Analyzes five Nigerian newspapers during a one-year period to determine the kinds of foreign news published in these papers and the parts of the world receiving the most coverage. A composite-week procedure was used to select one edition each week, this procedure yielding 240 issues finally selected for the analysis. Stories were coded as to categories, location in the newspaper, source of story, quantity of news published, issues, and area of the world being treated. One half of the available foreign news space was devoted to Africa; 24% to other Third World countries; the remainder of the space, to the developed countries, especially the United States. Most of the foreign news is placed on the inside pages. The Nigerian press was heavily dependent on international wire services for coverage of world events but hardly ever gave them credit, largely because the Nigerian journalists rewrote many stories.

BELBASE, SUBHADRA, & MURPHY, JAMES E. Press performance in Nepal during two political climates. *Journalism Quarterly*, Spring 1983, *60*, 61-66.

Compares the content of three leading Nepal newspapers of diverse political affiliation during the first half of 1979 when there were strict press restrictions and censorship and the last half of the year when previous restrictions were lifted. Twelve issues of each newspaper were content analyzed, yielding a total of 1,340 stories. Of these, 1,021 stories about Nepal were categorized into one of 10 major categories. Significant differences were found in the number of foreign and domestic stories dropped from 31% in the restrictive period to 17% in the free period, but the proportion of domestic stories increased from 69% to 83%. The greatest increases were in the number of stories dealing with a proposed referendum and with leaders of the multi party. Other differences in the two periods were noted.

Mehra, Achal. The hero as villain: Western media coverage of the Sadat crackdown. *Gazette*, 1982, *29*, 137-153.

Presents case studies of the treatment of Sadat in three prestigious newspapers. All issues of the three papers that made any reference to the crackdown by Sadat from September 1 to November 1, 1981, were examined. This permitted a time frame of about four weeks immediately following the crackdown and four weeks following Sadat's assassination. The day-by-day reporting was recorded for each newspaper individually. The investigator concluded that all three papers showed reckless disregard for accuracy. There were contradictions both within and among the papers. Coverage of Sadat and Egypt through Western biases was noted. All three newspapers used unnamed sources to criticize Sadat for arrests that were made. It was concluded that the coverage of Sadat's September crackdown was sloppy, shallow, inaccurate, and irresponsible.

Fisher, Susan. Book reviews in five library journals: A comparative analysis. *The Australia Library Journal*, August 1981, *30*(3), 87-96.

Describes and compares book reviews from 1979 issues of five journals, published in Australia, Great Britain, and the United States. The factors examined were coverage, duplication patterns, biases, language, source of publication, length, favorableness, and the format of the book review section. An evaluation of the content of some of the reviews is included in the discussion. Findings are reported for each of the foregoing. None of the journals had published a book review policy.

Umapathy, K.S. Indian library science literature. *International Library Review*, April 1981, *13*, 141-154.

Analyzes 10 Indian library periodicals published in English during 1974-1976 for specific information about library science. Articles were classified under 21 headings, most of which pertained to libraries and library work. The 10 journals published 499 articles averaging 166 articles per year of uneven quality and length. Most of the articles (99%) were descriptive and did not have maps, charts, statistical tables or illustrations of any kind. More than half of the articles did not have bibliographies or references. The articles were written by 432 authors, of whom 379 resided in India. During the period, 24 books in English were published in the library information science area. It was concluded that Indian authors do not seem to have access to up-to-date professional literature, that over 90% of the currently published articles are descriptive and are not based on investigations, and that library literature is the product of practicing librarians and library science faculty.

Bozimo, Doris O. Nigerian scientific serial literature. *International Library Review*, January 1983, *15*, 49-60.

Evaluates through content and citation analyses the *Nigerian Journal of Science* (NJS) at the end of its first decade of publication. The journal serves as an outlet for members of the Association to disseminate their research findings. For each article an index card was prepared containing information about the author, serial references cited in the article, and subject areas of the articles. Of the 175 articles published, 29.7% were in Agriculture, followed by Medicine (Human and Veterinary) and Biology (16.6% each). In these articles 1,303 citations were made to 603 journal titles, the *Journal of the Chemical Society* (London) being the most often cited. Based upon the number of citations to articles in the *NJS*, the journal seems to have made its greatest impact during its first few years.

ATWOOD, L. ERWIN, & LIN, N. Cankao Xiaoxi: News for China's cadre. *Journalism Quarterly*, Summer 1982, *59*, 240-248.

Describes the nature and content of 11 issues of *Reference News*, which contains verbatim translations of news from abroad and is widely distributed among middle level Chinese officials. All stories were categorized into one of 11 content areas. The average issue contained 20 stories, 49% classified as hard news, 23% commentary, and 29% features. China and its national development were the most important news. The bulk of the 40 stories about China were domestic politics and economics. Next to China, the most important country in the world is the United States, which, to them, is the world leader in science. News was selected to support political policy.

STERN, BRUCE L.; KRUGMAN, DEAN M.; & RESNIK, ALAN. Magazine advertising: an analysis of its information content. *Journal of Advertising Research*, April 1981, *21*(2), 39-44.

Questions whether magazine advertisements inform or persuade readers. An information classification scheme which contained 14 informational categories (cues) was applied to 1,491 advertisements from 100 newspapers. Information content was analyzed by magazine type, product category, ad size, and effect of government regulation. A total of 2,577 cues were communicated in the 1,491 ads for an average of 1.7 cues per ad. When one of the 14 informational cues was found in the advertisements, 86% were considered informative, but if the criterion were raised to two informational cues, 52% would qualify. No one type of informational cues appeared in a majority of ads. Advertising varied according to magazine type, product category, and ad size.

MORIARTY, SANDRA ERNST, & MCGANN, ANTHONY F. Nostalgia and consumer sentiment. *Journalism Quarterly*, Spring 1983, *60*, 81-86.

Traces nostalgia in advertising by analyzing theme or content, art treatment, and typography. The sample included 11,543 advertisements from six design trade magazines and six general interest ones between 1959 and 1979. All full page advertisements from one issue per year for each magazine were coded. The designer magazine advertisements contained more traces of nostalgia and tended to be more extreme in their fluctuation patterns than the consumer magazine advertisements. In all periods in terms of nostalgia either art or type dominated the dimensions; content was never a leading dimension. Nostalgia increases in advertising in periods when public confidence is decreasing. Designer publications tend to lead consumer ones by two years.

SKELLY, GERALD U., & LUNDSTROM, WILLIAM J. Male sex roles in magazine advertising, 1959-1979. *Journal of Communication*, Autumn 1981, *31*(4), 52-57.

Examines male sex roles in advertising during the last two decades. Three magazines from each of three categories (of general interest, of interest to men, of interest to women) were analyzed for the month of November in 1939, 1969, and 1979. A total of 660 advertisements was examined by 10 two-person teams, each composed of a man and a woman. Advertisements containing a man were ranked into one of five levels described as decoration, traditional roles, nonstereotypic combined with traditional roles, equality of the sexes, and nonstereotypic roles. Advertising featuring men appears to be moving away from sex-role stereotyping, although progress is slow. Of the advertisements examined, 2% were Level 3 and 4 ads; there were no Level 5.

BROWN, BRUCE W. Family intimacy in magazine advertising, 1920-1977. *Journal of Communication*, Summer 1982, *32*, 173-183.

Explores the changing portrayals of the relations of family membership in general interest magazine advertisements over more than a 50-year period. Five magazines spanning the years 1920-1977 were sampled: *American, Life, Time, Saturday Evening*

Post, and *Newsweek*. All advertisements which included two or more family members published every fifth year were coded. Five stages of the life cycle of a family were used for classification purposes. Intimacy was determined by the distance, or lack of it, between two family members. Intimacy appears to have increased in importance as a factor in the portrayal of family relations and for certain relationships within the family, as husband-wife. None of the following relationships changed significantly over the years: mother-son, father-son, mother-daughter, and siblings. A total of 521 advertisements comprised the final sample.

HOLLENSHEAD, CAROL, & INGERSOLL, BERIT. Middle-aged and older women in print advertisements. *Educational Gerontology*, January/February 1982, *8*, 25-41.

Examines images of women, especially older ones, as depicted in *Time, Good Housekeeping*, and the *Journal of the American Medical Association* (JAMA) during a 10-year period. Five variables were considered in the content analysis: the frequency with which aging women appeared, the types of products involved, the setting, the value orientation, and the change in the image of older women over time. Six issues selected at random for each periodical in 1967 and 1977 yielded a total of 3,482 advertisements. Of these, only 30 included images of older women, who were much more prevalent in advertisements of the JAMA than in either of the other two magazines. The settings and the products advertised varied among the magazines. All portrayed aging itself as negative. No significant differences were found over time (1967 and 1977) in the settings, frequency of products advertised, or value orientation of pictures of middle-aged and older women.

KVASNICKA, BRIAN; BEYMER, BARBARA; & PERLOFF, RICHARD M. Portrayals of the elderly in magazine advertisements. *Journalism Quarterly*, Winter 1982, *59*, 656-658.

Explores the portrayal of the elderly in four national magazines and four magazines specialized for older people. In both cases the magazines were those with the highest circulations among older people. Within each magazine published in 1980, all advertisements containing people were analyzed. Of the 2,108 advertisements in the national magazines, 8.0% (168) contained the elderly. They were most frequently portrayed in ads for easy chair lift products, food products, and beauty aids. Of seniors portrayed in the ads, 76.5% were men and 23.5%, women. In the specialized magazines seniors appeared in 77.2% (561) of the 727 ads, and were found most frequently in ads for travel or recreational activity, drugs, and chair lift products. Men (56.2%) were portrayed more often than women (43.8%).

MOORE, WAYNE S.; BOWERS, DAVID R.; & GRANOVSKY, THEODORE A. What are magazines telling us about insects? *Journalism Quarterly*, Autumn 1982, *59*, 464-467.

Analyzes 137 articles from 40 magazines published between 1970 and 1980 to determine the kind of information about insects available to readers. No articles were used from farm journals or weekly news magazines. Articles were classified as emphasizing favorable (20%) or unfavorable (80%) aspects of insects. Nature magazines were the only kind that had more favorable (60%) than unfavorable articles. Insect damage or control was the subject of 90% of the articles in home and garden magazines.

TANKARD, JR., JAMES W., & PIERCE, KATE. Alcohol advertising and magazine editorial content. *Journalism Quarterly*, Summer 1982, *59*, 302-305.

Examines the relationship between the amount of alcohol advertising and editorial content in magazines. From the 100 magazines having the largest circulation, 30 were analyzed. All 12 issues of monthly magazines and a random sample of 12 issues for weekly magazines during 1976 were selected. Percentages of space devoted to advertisements of alcoholic beverages were used as the measurement for the amount of such advertising in each magazine. Editorials dealing with alcoholic beverages were coded by three coders on a seven-point scale of favorability-unfavorability towards the use of alcohol, the ratings being averaged for a single favorability score for each article. A positive correlation (r = .36) was found between the amount of alcohol advertising and the favorableness of editorials dealing with alcohol, but results of a cross-lagged correlation analysis did not support the hyposthesis that a favorable editorial policy toward alcohol was caused by the amount of alcohol advertising carried in a magazine.

III-3 Readability and legibility of printed sources

FUSARO, JOSEPH A., & CONOVER, WILLIS M. Readability of two tabloid and two nontabloid papers. *Journalism Quarterly*, Spring 1983, *60*, 142-144.

Compares the readability of two tabloids with two nontabloids, all four newspapers being published in New York City. The Fry readability formula was used to assess the readability of levels of the lead news stories and the lead editorial in 25 matched issues of the four newspapers. The results of the application of a 2 x 2 x 2 fixed effects analysis of variance showed that the main effect of writing type is not significant while the main effect of newspaper type is significant. Newspaper type was significant for news stories but not for editorials. The readability level of the news stories was higher for news stories than for editorials in the nontabloids, but the opposite was true for the tabloids. No differences were found in readability levels between the two tabloids and between the two nontabloids. Comprehending the news stories in the nontabloids requires a college reading level; in the tabloids, a high school sophomore level.

FOWLER, JR., GILBERT LEN, & SMITH, EDWARD J. Readability of delayed and immediate reward content in *Time* and *Newsweek*. *Journalism Quarterly*, Autumn 1982, *59*, 431-434, 460.

Uses the Flesch readability formula on three news categories in each of delayed-reward and immediate-reward news in *Time* and *Newsweek*. When the samples from eight issues of each magazine were analyzed, no significant differences were found between the two magazines in the readability of the articles selected. Immediate-reward items were significantly easier to read, contained fewer syllables per 100 words, and had significantly shorter sentences then delayed-reward news. Variations in readability were found among the subject matter classifications.

SHUPTRINE, F. KELLY, & MCVICKER, DANIEL D. Readability levels of magazine ads. *Journal of Advertising Research*, October 1981, *21*(5), 45-51.

Compares the readability of magazine advertisements with the educational levels of the magazine readers. Educational levels were taken from those established by the Target Group Index. In the latter, readers of each magazine are grouped into one of five categories from graduated from college to no high school. The Gunning Fog Index was applied to randomly selected magazines: three from the top of the rankings, three from the middle, and three from the bottom. For each magazine six ads were randomly selected and their readability calculated. The overall findings did not support the hypothesis that a high correlation exists between the educational level of a magazine's readers and the readability of the advertisement. In only two of the nine magazines were the educational levels of the readers consistent with the Fog Index ratings. The average readability of the advertisements in these magazines reflected a level of less than a tenth-grade education.

SOLOW, NANCY; FIEDLER, VIRGINIA DODGE; & RUBEN, JOSEPH S. Newspaper readers' perceptions of differences between letterflex and offset printing: an exploratory study. *Newspaper Research Journal*, July 1982, *3*(4), 54-60.

Determines whether readers perceive differences between newspaper pages printed offset and those printed letterflex. The letterflex form of letterpress printing was chosen because of its relative popularity in the industry. In-home interviews were conducted with 483 (221 males and 262 females) regular newspaper readers in four communities. Two sets of identical newspaper pages were prepared, except one was printed offset and the other printed letterflex. Each set contained seven pages from the *Rocky Mountain News* (a tabloid) and four pages from the New York *Times* (a broadsheet). Each subject rated items on the first sheet from excellent to poor on five dimensions. The identical page printed in the alternate style was next shown. The subject indicated how the second style compared with the first. Average initial ratings were calculated for each dimension. A similar procedure was followed to derive comparison ratings. Average initial ratings for both styles were favorable. When comparative judgments were elicited, approximately one-third of the subjects judged the two versions to be about the same. When the focus shifted to differences, offset tended to be preferred over letterflex, especially in the *Rocky Mountain News*.

MORIARTY, SANDRA ERNST. Trends in advertising typography. *Journalism Quarterly*, Summer 1982, *59*, 290-294.

Studies the trends in contemporary advertising typography in three different types of magazines (general interest, special interest, trade) during the first week of February, 1979. All full-page advertisements in four magazines for each type were content analyzed for different aspects of typography. The 269 ads were analyzed for fashion trends in type style, spacing, and column edge; for functional areas of capitals, tone, and type of art; and for other typographical aspects as line length, type size, leading, and paragraphing. Specific findings are given for each of the foregoing divisions. Special-interest magazine advertisements seem to be the most fashionable but appear to be willing to risk such functional problems as legibility and readability. General interest ads follow the special interest ones but are not so likely to have functional problems. Trade magazine ads are least interested in being fashionable and have the fewest potential functional problems.

CLICK, J.W., & STEMPEL, III, GUIDO H. Reader response to front pages with modular format and color. *ANPA News Research Report*, July 29, 1982, No. 35, 2-5.

Investigates whether readers prefer newspaper with modular front pages and front pages with color. The study was conducted in three cities with varying populations. Two hundred subjects from each city, equally divided between male and female and between under and over 40 years of age, rated on a set of 20 semantic differential scale slides showing the formats and characteristics being tested. The results showed a preference for modular pages and for pages with color. It was concluded that the public is receptive to the makeup innovations made by newspapers in the past 15 years.

ROSSITER, JOHN R. Predicting Starch scores. *Journal of Advertising Research*, October 1981, *21*(5), 63-68.

Investigates a mechanical approach, focusing on visual and verbal syntax variables, as predictors of Starch scores of ad effectiveness. Two visual and 11 psycholinguistic syntax variables were used as predictor variables. The visual syntax variables were taken from the whole ad (Picture size, Product shown in picture), but the psycholinguistic variables were taken from the ad headlines only and included, among others, such variables as Words in headline, Nouns in headline, Product mentioned in headline, Interrogative headline, and Personal reference in headline. A total of 73 magazine ads from one month's issue of *Newsweek* was sampled. The 11 predictor variables were used to predict the three Starch scores (associated, noted, read most) by multiple regression. For "noted" scores, the 13-variable equation was $R^2 = .41$. Four variables were significant predictors: nouns in headline, fewer verbs in headline, personal reference in headline, picture size. For "associated" scores, the 13-variable equation gave $R^2 = .45$. Seven variables were significant predictors of "associated" scores. However, only an $R^2 = .22$ was found for the 13-variable predictors of the "read most" scores.

III-4 Reading interests, preferences, habits

WANG, GEORGETTE. A newspaper without news. *Journalism Quarterly*, Summer 1982, *59*, 286-289.

Determines reasons for the unpopularity of Taiwan's *Min Shun Bao* or *People's Living Daily* by surveying 160 subscribers and 142 former subscribers. This newspaper is the only one on the island that carries no hard news but stresses columns, sports, entertainment features, and the like. In personal interviews the subjects answered open-ended questions regarding the strengths and weaknesses of the newspaper, the reasons for subscription or discontinuation, and perceived differences between this and other newspapers. They rated on a five-point scale their satisfaction with the newspaper and some of its characteristics. More than one-third of the subjects stated that the most serious weakness was the lack of news. While the stress on entertainment and sports was regarded as a strength by some, it was considered a weakness by others. Other reasons given for discontinuing subscriptions to the paper included lack of time to read it, too many subscriptions to other newspapers, lack of interest in the content of this paper.

WANG, GEORGETTE, & KINCAID, D. LAWRENCE. News interest of immigrants in Hawaii. *Journalism Quarterly*, Winter 1982, *59*, 573-580.

Explores the news interests of first-generation immigrants (401 Koreans, 208 Filipinos, 199 Samoans) and their host population (203 local Japanese, 200 Causasians) living in Hawaii. Face-to-face interviews were conducted by native interviewers using native-language questionnaires which asked the subjects to rate on a four-point scale their interest in 11 types of news events. Factor analysis was performed on these news items for the five ethnic groups using the Biomedical Computer Program Package. The first hypothesis suggesting that the news interests of first-generation immigrants would fall into ethnic and general events was supported by the Korean and Samoan groups, but not the Filipino group. The second hypothesis postulating for the host population interest in local and distant news events was supported by the Japanese, Caucasian, and Filipino data. A chi-square test showed no sex differences among the immigrant groups but significant differences on five other variables: years of education, age, length of stay in the United States, English fluency, and occupational prestige.

WINTER, JAMES P. The public and local news. *ANPA News Research Report*, October 27, 1982, No. 37, 2-4.

Seeks an explanation for the concept of local news and asks if the general emphasis in this area is warranted. This study is a replication and extension of an earlier study, using three diverse locations. The subjects included approximately 1,200 in a Midwestern state, 400 in a mid-Atlantic city, and 1,000 in a three-county area in Southwestern United States. The studies were conducted by individual researchers in the three areas and were coordinated by the author. The subjects at all three sites were asked to indicate their interest in local, state, national, and international news. When the subjects were asked what geographic area they associated with local news, many viewed county, region, or state as being local. The subjects were asked to rate their interest in four kinds of local news topics, each of which contained four varying degrees of proximity. All 16 items were entered into a factor analysis using principal factoring with iteration, varimax rotation, and listwise deletion of missing values. Four factors emerged, each structured on the basis of news topics, not proximity: education and school news, business and finance news, leisure activity and entertainment news, and crime news. A geographic dimension was introduced through the use of Guttman scale analysis. The analysis showed that each of the four factors exceeded the requirements for the Guttman scale procedure; that is, interest in local events led to interest in similar events at varying distances.

WEIS, ROBERT J., & STAMM, KEITH R. How specific news interests are related to stages of settling in a community. *Newspaper Research Journal*, April 1982, *3*(3), 60-68.

Investigates the relationship of each of the four different stages of settling down in a community to news interests and compares the variables of age and settling stages as predictors of news interests. In the first stage of the experiment 20 subjects prepared a Q-sort of 70 headlines which was followed by a factor analysis resulting in nine factors. New headlines were selected for eight of these factors. Interest ratings were obtained from 498 subjects for the 40 headlines by use of the Haskins thermometer scale. No differences were found among the four settling stages in interest in local news, but there were significant differences found in interest in other news categories. The data were analyzed to see whether both age and the settling stages accounted for the same differences in news interests. All of the differences by stage remained statistically significant when controlled for age.

CLENCH, J.D. The voluntary reading of F.E. students. *The Use of English*, Autumn 1981, *33*(1), 57-62.

Investigates the book and periodical reading of 842 students in Further Education distributed over 10 colleges in England. They were found to read less than their counterparts in other schools. Male students read more nonfiction than female students. Both read much fiction, but the proportion was higher with female students. Popular book choices reflected a strong influence from the media. Periodical materials were also popular with these students. Full-time students on the whole read more than part-time students did. Although there was small difference between the two female groups, the male part-time figure was especially low. This group made the least use of the college libraries and were generally negative or indifferent to the colleges themselves. Students used the libraries for study and information but did not regard them primarily as places for recreational reading.

HEATHINGTON, BETTY S., & KOSKINEN, PATRICIA S. Interest inventory for adult beginning readers. *Journal of Reading*, December 1982, *26*, 252-256.

Canvasses responses gleaned from 91 adult students, two-thirds of whom were male, and ranging in age from 16 to 76, possessing schooling from total non-attendance to high school graduation. All had reading levels below fifth grade. The resultant interest inventory consisted of three categories: topics about which the responding readers would like to read, formats preferred, and functional material that the individual need to read. The inventory was found to be useful in diagnosis, helpful in material selection and an aid in estimating growth in reading and as a source of information for publishing people.

KREMER, YAEL, & HARPAZ, ITZHAK. Leisure patterns among retired workers: spillover or compensatory trends? *Journal of Vocational Behavior*, October 1982, *21*, 183-195.

Compares leisure behavior patterns before and after retirement of 310 male former industrial and service workers in Israel. The subjects were interviewed at home concerning 19 leisure pursuits, both active and passive. The frequency and variety of activities before and after retirement were examined by means of a t test and by the Tilton overlap statistic. Although statistically significant differences were found for 13 of the 19 items, the differences between the means in the two periods were small. A high degree of overlap between the two periods was found. Reading newspapers had the highest mean frequency before retirement and rose slightly after retirement. The 12 items receiving the most responses were factor analyzed. Of the five factors resulting from the analysis one was designated as reading.

MACLEAN, M. Beyond test scores: An in-depth perspective of six older adult readers. *Reading - Canada - Lecture*, May 1982, *1*(4), 58-62.

Provides insights on qualitative aspects of the reading of six retired adults. Questionnaires, interviews, diaries, and a standardized reading test were administered to obtain data on reading involvement (reading frequency, diversity), attitudes, history, and proficiency (including comprehension, rate, and efficiency). Reading ranked among the three most frequent leisure activities for all of them. All were newspaper readers but not magazine readers for the most part. Book reading showed the most variability, ranging from 20 hours to none a week or 150 books to 1 book within the past six weeks. For five subjects, reading for relaxation and recreation was an important reason for reading since childhood. One indicated she had never enjoyed reading. Her profile was different from those of the others. All were proficient readers with good attitudes. Individual differences within a seemingly homogeneous group of readers were identified.

III-5 Readership

BURGOON, MICHAEL; GAUDINO, JAMES; ATKIN, CHARLES, K., & BURGOON, JUDEE K. *Pennywhistle Press*: Forming reading habits by tailoring content to children. Newspaper Research Journal, Spring 1983, *4*, 9-16.

Investigates readership of the *Pennywhistle Press*, a newspaper supplement designed for children 4 to 12 years of age. The data were obtained from 404 parents of 622 children in three telephone surveys, representing three circulation areas. An average of 74% of the children read the supplement at least once a month with readership increasing with children's age and educational level of the parents. Neither the amount of encouragement nor discussion with the child by the parents differed with the child's age or sex. Parental encouragement increased with their educational level and income; child-parent conversations about the content of the supplement increased with parent's income and home ownership.

LEHNERT, EILEEN. The youth market's ideal newspaper. *Newspaper Research Journal*, April 1981, *2*(3), 3-15.

Uses the research technique of segmentation to ascertain needs and wants in newspapers of the 18 to 34 year olds. The first 14 subjects were chosen purposively, not randomly, to represent heterogeneity in variables related to newspaper readership. In-depth interviews were conducted with the subjects to gain a wide range of opinions of newspaper. The 400 statements gathered in the interviews were paired down to 62 attitude statements. These were submitted to 71 university students who sorted them in a quasi-normal distribution along an agreement-disagreement continuum. They completed the sort in reference to their "ideal" newspaper. Five factors emerged, each representing a group of people who completed the sort in a similar fashion: Information Stalker, Consumer Advocates, Fascinated Feature Reader, Opinion Seekers, and Pillars of the Community. The findings confirmed that persons 18 to 34 years old do not have a single set of consumer needs in newspapers.

Burgoon, Judee K.; Burgoon, Michael; & Wilkinson, Miriam. Dimensions of content readership in 10 newspaper markets. *Journalism Quarterly*, Spring 1983, *60*, 74-80.

Presents the results of a comprehensive newspaper readership and preference study conducted with 4,701 subjects in 10 geographical disparate markets. Each subject completed one content module which asked about his/her readership of 30 to 35 topics typically appearing in newspapers. In each market separate factor analyses were conducted on each probe to identify clusters and isolates. Results from the separate analyses were then combined to yield a composite picture of factors and isolates for that market. The factors emerging with the most regularity across the markets included government, politics, and economics; sensational news; business and finance; science and technology; homemaker and community interests; savvy; people; entertainment and culture; and sports. Across the markets there were 20 topics that appeared as isolates in three or more markets. The most frequently read topics, from a list of 25 content categories, included natural disasters and tragedies, the national economy (prices, unemployment, inflation) and the local economy; local people and events; and national politics and the President.

Guthrie, John T., & Seifert, Mary. Profiles of reading activity in a community. *Journal of Reading*, March 1983, *26*, 498-508.

Examines the roles of reading in a community by describing the reading activities of individuals in four different occupational groups. All of the reading done by 104 adults was quantified. A Reading Activity inventory was devised, tested, and later administered as a personal interview. Questions were asked regarding the reading of newspapers, magazines, books, and brief documents, such as letters, notices, and notes and memos. The frequency information was combined with the amount of time spent for each sitting. For each person the contents within the different media were combined to form a total of 16 variables. The median amount of time spent reading per day by these subjects was about 2.6 hours daily. Educational level accounted for a difference in median reading time as subjects with a high school or less education read 98 minutes per day while those with education beyond high school read 217 minutes per day. The professional and managerial group spent the most time daily in reading followed by, in order, the semiprofessional, small business, and clerical workers; the skilled craft workers; and the unskilled workers and the unemployed. Included in the report are the types of content and media read by each of the occupational groups.

Jeffres, Leo W., & Dobos, Jean. Neighborhood newspaper audiences. *Newspaper Research Journal*, Winter 1983, *4*(2), 31-42.

Conducts a survey in three ethnically diverse inner-city neighborhoods in which three neighborhood newspapers circulated. In-person interviews were conducted with 160 subjects to determine readership patterns of the neighborhood newspapers and the major predictors of general newspaper use. The subjects showed considerable interest in a wide variety of content with concerns about current problems and prospects for the future (news of development programs) being mentioned most frequently. The results showed that the neighborhood newspapers appeal more to younger residents, those with higher incomes, those who are more satisfied with and rate the area highly, and those who use neighborhood facilities and participate socially with their neighbors. These readers prefer "soft" features, such as stories about people, and stories of how government activities affect the neighborhood. Variables found to be related to readership of larger metropolitan newspapers by other investigators were not important predictors of neighborhood newspaper readership.

LYNN, JERRY R. Newspaper readership and proximity to metropolitan markets. *ANPA News Research Report*, June 18, 1982, No. 34, 7-9.

Examines readership distinctions between newspaper readers living in counties adjacent to major metropolitan markets and those in non-metropolitan communities. Telephone interviews were conducted with 1,487 randomly selected subjects in all 91 non-metropolitan Tennessee counties, 21 being adjacent to four metro markets and 70 being non-adjacent counties. Newspaper readers in both groups were comparable in regard to age and sex but not in socioeconomic status, especially income. In general, newspaper readership is similar in both kinds of counties but combined readership of local and metro area newspapers is significantly higher among metro-adjacent readers. Both types of readers favor TV for accuracy, timeliness, usefulness, objectivity, and enjoyableness, but the newspaper is considered more thorough.

LYNN, JERRY R. Newspaper ad impact in nonmetropolitan markets. *Journal of Advertising Research*, August 1981, *21*(4), 13-19.

Describes characteristics of nonmetropolitan Tennessee newspaper readers. A telephone survey was conducted with subjects from 91 nonmetro counties in January and February, 1979. Of the 1,487 randomly selected subjects the response rate was 81%. Dependent variables were the extent of newspaper readership, content preferences, advertising readership, buying decisions based upon newspaper advertising, cross-media comparisons and media preferences for new product information, product prices, and store locations. Independent variables were the standard audience characteristics, including sociocultural settings. Readers were found to be married, live in a town, be 30 to 60 years old, have more than a high school diploma, be a home owner, be a voter, and have a family. Content preferences were, in order, front page, state news, national news, local government news, and advertisements. The items most missed if newspapers were not available were local, sports, and national news; advertisements, and want ads.

OLIEN, CLARICE N.; DONOHUE, GEORGE A.; & TICHENOR, PHILLIP J. Metropolitan dominance and media use. *ANPA News Research Report*, September 24, 1982, No. 36, 2-10.

Relates use of media serving a metropolitan center and its surrounding areas to media dominance. Telephone interviews were conducted with 1,100 subjects in six suburban and two outlying Minnesota communities during a three-month period in 1978. It was found that there was a pattern of dominance of metro media for non-local news. Reading a local or weekly newspaper is higher in communities having higher degrees of self-sufficiency for occupations and services. Suburban readers have greater diversity in media use patterns than do those in central cities. The findings showed the strong role of the electronic media for local news in the metropolitan area and the preference for television for non-local news in outlying communities.

MOHN, ELSA. Morning and evening daily newspaper readers. *ANPA News Research Report*, November 19, 1982, No. 38, 2-12.

Seeks characteristics of readers of morning and evening newspapers and examines some possible reasons for their choices. Data came from 36 different markets where the reader had a choice of reading either a morning or evening newspaper. The number of markets varied with the different questions that were asked. The findings of the analysis of the survey included the following: Morning newspaper readers are more likely than evening newspaper readers to have white-collar occupations, to be better educated, to have no children under 18 years of age at home, to be retired. Evening newspaper readers are likely to have lower incomes, to be married, to be female, and to have greater interest in soft news.

Stone, Gerald, & Windhauser, John. Young adults' content preferences based on morning vs. evening reading time. *Newspaper Research Journal*, Winter 1983, *4*(2), 9-22.

Questions whether there are differences between morning and evening newspaper readers in the content they prefer, time spent reading the newspaper, and condition under which they read. The subjects were 788 students on two university campuses. They were interviewed face to face by journalism research students. The distinction of morning vs. evening reading was based on the time of day the paper was read rather than time of publication. Slightly more read papers in the evening; morning readers were more likely to read more days per week. Morning readers seemed to select the time from habit; evening readers, convenience or relaxation. Females and blacks were likely to be evening readers. When the Spearman rank-order test was applied to the data, there was little difference in content read by the two groups. When a factor analysis test was used, the content preferences were not similar.

Atkin, Charles K.; Burgoon, Judee K.; & Burgoon, Michael. How journalists perceive the reading audience. *Newspaper Research Journal*, Winter 1983, *4*(2), 51-63.

Seeks the judgments of 489 editors and reporters from 10 newspapers throughout the country regarding their conceptions of their readers in terms of reading patterns, news interests, satisfaction, trust, influence, and sophistication. They were asked to make estimates on various aspects of the foregoing classifications, such as the proportion of adults in their areas who read their newspapers on an average day and who had read all of the prior five weekdays. The results of the answers to each question were compared with results from previous surveys, most of which were not identified. The findings showed that this group of journalists generally underestimated their readers. Their estimates of the proportion of the public reading the paper, the amount of time spent reading, and interest in hard news content tended to be lower than reality. These news people regarded readers as relatively unsophisticated, dissatisfied, and easily influenced. They also overrated the public's use of television news.

VandenBergh, Bruce G., & Bartlett, Nan. Puffery and readership of magazine ads. *Journalism Quarterly*, Winter 1982, *59*, 645-648.

Compares the readership of ads containing puffery with those that do not. The sample consisted of 57 full-page or two-page automobile ads taken from three magazines. The ads had previously been tested for readership by other researchers. The ads were judged by a panel of three trained coders for the presence or absence of puffery, here defined as praise for the item to be sold with subjective opinions, superlatives, or exaggerations and with no facts. The results of the application of ANOVA to the data showed no significant readership differences between puffery and non-puffery ads. The use of puffery does not appear to enhance recognition of ads. Recognition of print ads increases as size of ad increase.

Johnson, J. David. A test of a model of magazine exposure and appraisal in India. *Communication Monographs*, June 1983, *50*, 148-157.

Tests a model which directly links characteristics of magazines and of individuals to account for the causal factors determining the overall appraisal of a particular magazine and exposure to it. Three independent variables were posited to determine exposure and appraisal: editorial tone, communication potential, and utility. To test the model two separate personnal interview readership surveys of magazines were conducted in India. While the causal model provided a good fit to the data in both tests, the results suggested that a contingency approach, based upon specific attributes of the medium and situational factors, may be necessary to predict the directionality of specific paths. The results indicated that the relations between the independent and dependent variables were more complex than originally thought.

Goodman, William B. Thinking about readers. *Daedalus*, Winter 1983, *112*, 65-84.

Reflects upon the characteristics of readers, and their reading. Circulation figures for some of the periodicals read by serious readers were given for the years between 1872 and 1954 and compared with current data. The competition between television and books, the importance of book reviews, the average numbers of books read per year by readers, and publication decisions, are among the topics discussed.

Silverman, Al. The fragile pleasure. *Daedalus*, Winter 1983, *112*, 35-49.

Discusses readership, or lack of it, in the United States and problems in book publication. The results of early readership polls and observations based upon Book-of-the-Month Club experiences were reviewed. Various other countries were considered to be nations of readers but not the United States. The electronic media, the lack of serious fiction for the most part, the complex problems in the publication of nonfiction, the scarcity of professionalism in book publication, the changes in publication and in readers, and the proliferation of bookstores were detailed.

Glasser, Theodore L. Play, pleasure and the value of newsreading. *Communication Quarterly*, Spring 1982, *30*, 101-107.

Argues for new directions into research about why people read newspapers. The arguments presented are supported with theory and previous research. The author's position is that past research into newsreading has accentuated the extrinsic and utilitarian purposes and has neglected the pleasurable quality, the play aspects of reading a newspaper. New modes of inquiry and the use of the essay as a legitimate form of analysis are proposed. It is deemed important that researchers begin to identify, examine, and assess the quality of the newsreading experience rather than focus on only its utilitarian importance.

Jackson, Kenneth M. Local community orientations of suburban newspaper subscribers. *Newspaper Research Journal*, April 1981, *2*(3), 42-49.

Examines factors that attract and attach residents to the suburbs in an effort to determine what causes them to subscribe to and use a newspaper. A random sample of 110 double subscribers was trained and then paid to mark everything read in two newspapers for a week. Interviewers then administered a brief questionnaire on settling, subscribing, and orienting. About half of those who could predict, expected to remain at their present address for at least a decade; 79% preferred to remain; 95% were buying or already owned their homes. Although many respondents had previously lived in the circulation area of the two papers, 76% of metropolitan subscriptions and 86% of suburban subscriptions were started after moving to the current address. The suburban paper was rated as doing a better job than the metropolitan paper in areas that appeared related to the psychological community and more relevant to the households.

III-6 Library usage

Shelton, Regina. The lure of the browsing room. *Library Journal*, February 15, 1982, *107*, 410-413.

Monitors browsing preferences over a period of five months in a university library to determine what faculty and students read by choice, what categories are checked out, which ones are favored for browsing on the premises, and what the relationship is between collection size with a category and its usage. Browsing books were not returned to the shelves by the readers so could be easily counted. The Browsing Room holdings of 2,054 titles circulated 3,580 times and were used in the library an additional 2,514 times. The total usage of 6,094 broke down to 2.9 uses for each title. Circulation ranged from 36 in art to 1,129 in fiction. Room use varied from 58 in religion and philosophy to 450 in fiction. The numbers of books used in other categories are given. The size of collections in each category is not the decisive factor in determining use.

ONADIRAN, G.T., & ONADIRAN, R.W. Public library services in Nigeria. *International Library Review*, October 1981, *13*, 409-433.

Examines public library services in Nigeria. The data for this study were obtained from the answers to a questionnaire given to people entering the library during a typical six days operation in seven libraries randomly selected from 43 public libraries. The results showed that the users were largely male, under 40 years of age, unmarried, and secondary school students. A high number of users use the library to study, using their own books. Many users are dissatisfied with the libraries, largely because they do not have the books the users want and because the library is crowded and noisy.

GOLDHOR, HERBERT. Experimental effects on the choice of books borrowed by public library adult patrons. *The Library Quarterly*, July 1981, *51*, 253-268.

Conducts experiments in the Kingston and St. Andrew Parish libraries in Jamaica to determine how the location of books in a library influenced their circulation. Of 144 books of individual biographies for adults, 66 were placed in a prime display location; titles of 39 were placed into a book list but the books were located in their usual places. The remaining 39 books constituted a control group. The people who borrowed any of these books during the six-month period were asked to complete a questionnaire on their selection and use of the book. Both experimental variables resulted in increases of circulation compared with the three-month pre-experimental period and with the control group. No consistent correlation was found between changes in ciculation and other factors, as quality assessment of the book, date of publication, number of pages, sex of borrower, or method of selection.

GRATCH, BONNIE. Research can lead to change. *School library Journal*, December 1981, *28*(4), 35.

Seeks answers to questions concerning the characteristics of young adults so that the public library could continue to serve young adults and to encourage them to become library users. A self-administered questionnaire was administered to seventh to twelfth grade users. Slightly less than 50% are frequent users, many of whom use Central library as their school library. The library's materials, staff, services, and facilities were found to be adequate in meeting school-related needs of young adults although there was a lack of materials at lower reading levels. Approximately 20% of the adolescent library users make use of recreational materials.

ROCHESTER, MAXINE K. Adult public library users in Australia, social background. *Australian Library Journal*, August 1982, *31*(3), 4-11.

Applies the findings of user survey studies completed in the United States, the United Kingdom, and Australia to determine trends that may affect public library usage in Australia. The data considered relevant to the Australian population included median and range of ages, the Aborigines and Torres Strait Islanders, mobility, education, occupation, sex, migrants, illiteracy, and the disadvantaged. The data showed a likely increase in traditional public library use, although the possible increase of a third in Australia's population in the next 20 years makes forward planning for libraries difficult.

III-7 School and university libraries

AARON, SHIRLEY L. *A Study of Combined School-Public Libraries.* School Media Centers: Focus on Trends and Issues No. 6. Chicago: American Library Association, 1980.

Reports a study conducted in three phases focusing on libraries that are one combined school and public library organizational unit. The first phase was concerned with the development of an interview schedule and other devices developed to obtain information pertinent to combined library systems. Results of visits to selected North American sites are included also. Phase 2 treated the study and analysis of endeavors in Florida to assess the present status of such communities in determining if such combined libraries are appropriate for their situations. The major findings about successful programs were reported under specific headings such as Financial Data, Legal Jurisdiction, Planning, Selecting Materials, Circulation, Collection, Operation and Programming, Personnel, and Site Characteristics, among others. It was concluded from Phase 1 that the combination of factors required to promote a successful combined program seldom occurred. In Phase 2, four combined programs were identified in Florida. The programs are described and some evaluative statements made.

SCOTT, L.A. School library resource centers: A comparison of the US, UK, and France in 1980. *International Library Review*, October 1982, *14*, 447-454.

Finds differences among school libraries in the United States, the United Kingdom, and France. The United States has standards for school libraries which apply to public, parochial, and independent schools. The United Kingdom is still in the process of establishing adequate school library standards. The United States has fewer teacher-librarians and more full-time librarians than the United Kingdom has. Many of the responsibilities are the same for those in charge in these two countries. School libraries are not at the heart of schools in France. They do not offer any services because there are no professionals to organize and promote them. The teachers there have not thought that reading of non-school items was important. Other differences were noted among the three countries in regard to school libraries.

GANITSKAYA, I.I. Children's and school libraries in the USSR. *International Library Review*, January 1982, *14*, 47-58.

Describes two kinds of libraries accessible to students in the USSR: school libraries and children's libraries. Both accomplish the same social and pedagogic tasks and promote general and communistic education of the young generation. The school libraries provide material directly related to the school curriculum for individual schools with the tasks and contents being formulated by directives from the USSR Ministry of Education. The children's library emphasizes materials for extra-scholastic education with its broad coverage of literature and information and reference materials of different kinds. Different methods and devices to attract students are used from those in the school libraries: films, games, TV viewing, music, puppets. The children's library serves children from pre-school age and extends to ninth- and tenth-grade students. The children's libraries acquire all the literature published for children and juveniles which are not included in the school curricula as well as audio and visual and graphic materials, records, and printed music.

DAVIES, J. ERIC. Libraries in the English New Universities. *International Library Review*, January 1982, *14*, 21-40.

Studies the development of seven contemporary university library services in England. The New Universities were formed to meet the needs for increased facilities for higher education in the early sixties. New beginnings permitted the planning of a library and library service tailored to the needs of each university. These libraries faced the problems of finance and urgency in completing libraries. The collections in these libraries developed fast. Throughout the seven institutions a variety of relationships with peripheral and related services can be found.

ALLEN, G.G. The role of the library in higher education and the implications for the external mode study: An Australia perspective. *Higher Education—Amsterdam*, September 1982, *11*, 531-542.

Discusses the role of the college library in the programs of external students in Australia. Comparisons with the Open University in England are made, but many of the problems are different. The role of the library is dependent upon the educational objectives of the institution, many being unstated or inadequate. Library activities are affected or determined by the teaching attitudes and strategies of the academic staff of an institution. It was urged that libraries and librarians be treated as integral and active parts of the educational process. The problems of providing library service to external students in a country as vast and sparsely populated as Australia are enormous. Library services should be extended to external students; otherwise it may be impossible to match the educational experiences of external and internal students.

DYAB, M.M. University libraries in Arab countries. *International Library Review*, January 1983, *15*, 15-29.

Describes various aspects of university libraries in the following Arab countries: Tunis, Libya, Jordan, Syria, Egypt, Lebanon, the Sudan, Algeria, Morocco, Kuwait, and Iraq. Although the libraries differ from each other, all lack in many dimensions which hinder their effective performance. The library collections vary in size from university to university; but most have severe inadequacies, especially in up-to-date professional and scholarly literature in science, technology, and social sciences. Also lacking are trained professional librarians and adequate user education opportunities for students who have a low rate of usage of these libraries.

III-8 Role and development of libraries

BERRY, JOHN, & MILLER, KAREN. The preference for paperbacks: An LJ mini-survey. *Library Journal*, September 15, 1981, *106*, 1687-1691.

Surveys through telephone calls public libraries in cities in the middle range of population to gain information concerning their attitudes towards and their use of paperbacks. Only two or three of the libraries contacted hesitate to purchase them as integral additions to their collections. The principal reason for the shift from acquisition of hard cover books to paperbacks is the cost of purchase, processing, theft or mutilation, replacement. Some popular genre are found only in paperbacks. Although hardbacks are slightly more durable, all librarians stated that hardback quality had declined severely and that paperbacks are a better buy in terms of dollars per circulation. Paperbacks are also selected because of their popularity with young adults, as a means of meeting specialized interests, and as a means of increasing circulation.

SEREBNICK, JUDITH. Book reviews and the selection of potentially controversial books in public libraries. *The Library Quarterly*, October 1981, *51*, 390-409.

Explores the relationships between books owned by 30 public libraries in each of three states (dependent variable) and the reviews of those books (independent variable) found in six sources. Two checklists of nonfiction books were prepared: 360 randomly selected books and 250 potentially controversial books for their treatment of sex, both groups having been reviewed in the six sources. The master checklists were checked with each library's catalog to determine holdings. A strong positive correlation was found between the number of reviews a book received and the inclusion of the book in libraries. The relationships of the direction of the reviews (positive, negative, neutral) were inconsistent. When controlled for both number and direction of the reviews, there was no significant difference in the number of potentially controversial versus number of randomly selected books included in the libraries.

HEYSER, RICHARD G., & SMITH, LOTSEE. Public library service to Native Americans in Canada and the continental United States. *Library Trends*, Fall 1980, *29*, 353-368.

Gathers information on public library services provided for Native Americans in Canada and in the United States. This information was analyzed to identify common trends and problems. A total of 252 libraries providing service to Native Americans was identified. Answers to the research questionnaire, comprised of five parts, were received from libraries in seven provinces (70% return) and 26 states (84% return). Public library services for this group were begun in various ways. Most of the services now are provided in public libraries which receive guidance from a library board. In Canada and in urban areas in the United States some of these libraries are located in centers which provide other services for Native Americans. Approximately one-half of the libraries provide services to these people only on reservations. Approximately three-fourths of the libraries provide users with print and nonprint materials.

SZLADITS, LOLA L. Answers and questions. *Daedalus*, Winter 1983, *112*, 19-26.

Traces some of the developments and the work of the New York Public Library since 1924 and discusses the quest of research in the humanities. Concern was shown for the rise of illiteracy and aliteracy (the abandonment of reading by those who can but don't read) during the last decade. The difficulty of raising a new generation of readers and the ways in which the libraries have met the challenges of each decade are noted.

BEZUGLOFF, NATALIA B. Library services to non-English-language ethnic minorities in the United States. *Library Trends*, Fall 1980, *29*, 259-274.

Obtains up-to-date information concerning library services to non-English-language ethnic groups in the United States. Of the 100 responses to a survey sent to libraries in the 50 states, 72 had foreign-language collections of various sizes. These libraries reported having books in more than 70 languages, the largest collections located in large urban industrial areas. A total of more than 48,000 volumes of foreign language books in 40 libraries was for children. Reference services to members of ethnic communities are provided in 45 libraries. A number of the libraries reported both short and long term projects. Public libraries have not only increased their holdings of foreign language collections but also have enlarged their scope of languages.

GONZALEZ, MICHAEL; GREELEY, BILL; & WHITNEY, STEPHEN. Assessing the library needs of the Spanish-speaking. *Library Journal*, April 1, 1980, *105*, 786-789.

Assesses real needs of the Spanish-speaking community of San Bernadino for library services. A sample of 300 households was interviewed by bilingual survey teams between December, 1977, and January, 1978. The survey revealed that half of those interviewed were between the ages of 15 and 34, that only 23.6% of those 25 and older had completed high school, and that many were library users. They preferred among fiction, mysteries, adventure stories, and periodicals; and among nonfiction, history, biography, true adventure, travel, and sports. Improvements in the library were needed in programs and services provided by bilingual personnel and the collection of materials on Mexican-

Americans. The findings supported the fact that Mexican-Americans are without a tradition of public library service. The survey demonstrated that the library needs of this Spanish-speaking community are unique in the overall community.

Howes, R.W. Publishing and libraries in Cuba. *International Library Review*, July 1982, *14*, 317-334.

Reports upon libraries and other govenmental centers in Cuba as a result of an official visit there. Publishing is directly or indirectly controlled by the state. The various publishing houses have their own editorial and production teams and specialize in certain areas of publishing. Although encouragement is given to the sale of books, most Cubans prefer newspapers and periodicals. Since the 1959 revolution, there has been considerable expansion of public libraries, which are under the control of the Dirección de Biblioteca of the Ministerio de Cultura. In 1980 there was a total of 192 public libraries, including a national library, 12 provincial libraries, 82 municipal libraries, and 97 branch libraries (housed in factories, etc.). The discussion included information on various institutions concerned with learning and giving information.

Vincent, Ida. Public libraries in New South Wales, 1935-1980: A study in the origins, transformation, and mulitplication of organizational goals. *The Library Quarterly*, October 1981, *51*, 363-379.

Aims to shed light on the causes of the uncertainty about the purposes and social functions of public libraries, using some insights from the theory of organizational goals. The evidence came from the Australian state of New South Wales where the postwar Australian public library system had its beginnings. Emphasis was placed on unrealizable goals environmental influences on goal information, multiplicity of goals, and the processes by which goals may be intentionally or unintentionally modified. It was suggested that uncertainty about the goals of New South Wales public libraries is related to inappropriate overseas models, lack of financial resources, loss of perceived relevance to community concerns, haphazard multiplication of goals, and the loss of an initial sense of mission. A model is included to demonstrate the complex and sometimes random processes by which public library goals are developed and modified.

Rait, S.K. Indic languages provision in British public libraries. *Library Association Record*, January 1983, *85*, 21 & 23.

Surveys how books in Asian languages are acquired and catalogued in British public libraries. A questionnaire was completed by 146 public libraries in Great Britain. The 46.5% who reported collecting books in the Asian languages are self-sufficient or have an initial stock supplemented by purchasing or borrowing. Reasons given for collecting Asian books include demand from Asian readers, government policy towards the disadvantaged, pressure from community relations officers. The language normally purchased are Bengali, Gujerati, Hindi, Punjabi (Gurmukhi script), and Urdu. There was no indication that the books purchased are relevant to community needs.

Harvey, John F. Cypriot libraries. *International Library Review*, April 1982, *14*, 107-134.

Describes contemporary libraries and librarianship on the island of Cyprus. The paper is divided into two parts corresponding to the two library zones in Cyprus. Included in the report are six extensive tables which include 1980 Cypriot library and library system statistics (as volumes, staff members, etc.), public and school libraries by type, library system statistics of selected Greek and Turkish libraries. In the Greek Cypriot zone a comprehensive school and public library development plan has been proposed but has not yet been approved. There are five types of public libraries here but no national one. Since 1962 public elementary schools have been responsible for starting their own book collections, all of which are decentralized in classrooms. In the Turkish sector of Cyprus a set of Ministry library regulations has been approved. Two of the requirements of interest here are that each secondary or technical school or lycee must maintain a central library and that mobile library service must be provided for elementary schools.

DEMOPOULOS, J. The history of the National Library of Greece. *International Library Review*, October 1982, *14*, 411-416.

Traces the history of the national library of Greece from 1829 which was then installed in the Orphanage of Aegina together with the National Museum. By May, 1832, the library was separated from the museum, became an independent institution, and was moved to Nafplion. When Athens became the capital, the public library was moved there in 1834 and was located at the Byzantine Church of Saint Eleytherios. By this time many gifts and private collections had been given to the library. By 1833 the library of the university had been started. In March, 1842, the public and the university libraries were joined together administratively and were installed on the second floor of the new building of the university; in 1886, by royal decree, the two libraries were merged into a single library, the National Library of Greece. Strong emphasis was placed on the humanities. The buildings of the National Library, the National University, and the Academy constitute the "Athenian Trilogy." The Library now contains more than 1,500,000 printed books. Many are quite old and valuable.

CHANDLER, G. Library and information services in the Philippines: A review of documents received. *International Library Review*, July 1981, *13*, 329-348.

Describes the various libraries in the Philippines by visiting them and reviewing documents. A general background of the Philippines precedes the descriptions of the libraries. Because of the political background there the libraries and information centers were discussed in the following order: the Library of the Interim Legislative Body, the National Library, the Public Libraries, Special Libraries, University Libraries, and Library Associations. The various divisions of each library are explained. The writer concluded that much had been achieved by the initiative of individual institutions and librarians in the absence of effective library legislation which would make mandatory the provisions of adequate library and information services.

NAMLAH, ALI I. Manpower deficiency in Saudi Arabia: Its effect on the library and information profession. *International Library Review*, January 1982, *14*, 3-20.

Discusses the status of library and information services in Saudi Arabia. Maintaining historic and religious traditions, Saudi Arabia was set apart from neighboring countries in many respects. Although schools, training centers, and technical institutions were slow in developing, by early 1960 there were about 600 educational institutions run by the government. Limited financial resources thwarted the development of libraries until the income of Petrodollars after 1973 brought a rapid change in every sector. Within a few years the collections in these libraries grew from a few thousands to hundreds of thousands of volumes. Progress in the development of information centers has been made at a slower pace. Saudi Arabia faces a chronic problem in the deficiency of skilled and unskilled labor including a lack of trained librarians.

WANG, YOU-MEI, & ROGERS, A.R. Thirty years of library development in the People's Republic of China. *International Library Review*, October 1982, *14*, 399-409.

Reviews the Chinese library system. The libraries are separately administered, according to type, by appropriate departments of the National Government (science, culture, etc.). At present, according to incomplete statistics, there are more than 300,000 libraries and reading rooms in the whole country, 1,732 of these being public libraries. After the founding of the People's Republic of China, library development went through three stages. From 1949 to 1965 there were two principal tasks confronting the librarians: to reform the semi-colonial left behind by Old China and to popularize the new culture. From 1966 to 1976 the library undertaking was seriously harmed. Many libraries were closed; a large number of books were sealed or burned because they were regarded as "feudalism, capitalism." From 1977 the library undertaking took a new favorable turn. In 1980 the circulation of books from public libraries all over the country amounted to 110,000,000; the number of library users reached 90,000,000. The 675 academic libraries have made very good progress in the past 30 years.

AGUOLU, C.C. Librarianship in Francophone West Africa. *International Library Review*, April 1982, *14*, 147-167.

Proposes that libraries and librarianship in Francophone West Africa are too closely tied to the French model to allow for easy adaptation to national requirements. The area is one in which there is a very high rate of illiteracy and low educational development with the few literates concentrated in the cities. Library development in Francophone West Africa is much below that of the Anglophone countries largely because the latter have received more financial help. In Francophone West Africa, the special library belonging to the Institut Fondamental d'Afrique Noire, established in 1936 by France, exerted the greatest impact upon library development. It had several centers, each with a library, in many of the French-speaking countries of Africa. Two UNESCO seminars held in Nigeria in 1953 and in 1962 laid the foundation for the library profession in Africa and provided the strongest impetus to African library development. The remainder of the paper is devoted to the training of librarians.

NG'ANG'A, J.M. Libraries and librarianship in Kenya: A backgroun paper. *International Library Review*, July 1982, *14*, 303-315.

Describes the present position of libraries and librarianship in Kenya, highlighting the problems and presenting suggestions for solving these problems. The 100 or more different libraries in Kenya can be grouped into four categories: academic, public, special, and school libraries. Library services lacking are those of a national library, national bibliography, and documentation services. The library problems identified include manpower shortage; inadequate premises and equipment; lack of suitable reading material, especially for children and the new literate population; finances; and lack of interlibrary cooperation.

III-9 Social and cultural influences on reading

HEATH, SHIRLEY BRICE. What no bedtime story means: Narrative skills at home and school. *Language in Society*, April 1982, *11*, 49-76.

Studies patterns of language use related to books in three literate communities in the Southeastern United States, focusing on bedtime story reading procedures. The three communities differed from each other in patterns of language use and language socialization of their children. Trackton (a black mill community of recent rural origin) and Roadville (white mill town of Appalachian origin) are as different from each other as either is from Maintown (mainstream, middle-class, school-oriented culture). The differences in preschoolers' language use is reflected in their adjustment to school. The number of subjects and methods of data collection are not detailed in the report.

III-10 Literacy and illiteracy

OKEDARA, J.T. Concepts and measurement of literacy, semi-literacy and illiteracy: A literature review, *Indian Educational Review*, July 1982, *17*(3), 42-61.

Reviews definitions, concepts, and ways of measuring literacy, semi-literacy, and illiteracy as specified in 32 sources. It was concluded that, however measured, literacy should be related to the society in which such skills are needed.

COURTENAY, BRADLEY C.; STEVENSON, ROBERT T.; & SUHART, MARIETTA P. Functional literacy among the elderly where we are(n't). *Educational Gerontology*, July/August 1982, *8*, 339-352.

Reviews and analyzes research conducted on functional literacy among older adults. The results indicate confusion of the concept and definitions of illiteracy, inadequate measurements, an undereducated older population, and samples with disproportionate percentages of older people.

GOLD, PATRICIA COHEN, & HORN, PAMELA L. Intelligence and achievement of adult illiterates in a tutorial project: A preliminary analysis. *Journal of Clinical Psychology*, January 1983, *39*, 107-113.

Investigates relationships of levels of intelligence (Verbal, Performance, Full Scale IQ) measures to achievement in reading in an adult tutorial project. The subjects were incarcerated adult illiterates who volunteered to participate in a peer tutoring program in which they received 27 hours of structured tutoring. The *Wechsler Adult Intelligence Scale* (WAIS) was administered by psychologists. The subjects also took before and after the experiment the *Wide Range Achievement Test*, the Verbal Opposites subtest of the *Detroit Test of Learning Aptitude*, and the *Spache Diagnostic Inventory*. Significant correlations were found between IQ scores and reading achievement but not gains in achievement.

BARNES, DOUGLAS F.; FLIEGEL, FREDERICK C.; & VANNEMAN, REEVE D. Rural literacy and agricultural development: Cause or effect? *Rural Sociology*, Summer 1982, *47*, 251-271.

Strives to determine whether literacy is one of the causes or the effects of agricultural development in India. The research design was a panel study of data from 313 Indian non-metropolitan districts for the 1961-1971 period. Literacy levels and agricultural production data were obtained from governmental sources. The degrees of change in both areas for the 1961-1971 decade, literacy as it affects production increase, and production increase as it affects literacy rates were determined. Data were logged for regression analysis. The findings showed that Indian districts with high levels of 1961 agricultural production experienced growth in rural literacy during the 1960s, but high 1961 rural literacy did not cause higher levels of agricultural production during the same time period.

TAYLOR, NANCY; WADE, PEGGY; JACKSON, SHIRLEY; BLUM, IRENE; & GOOLD, LAURIE. A study of low-literate adults: Personal, environmental and program considerations. *Urban Review*, Summer 1980, *12*, 69-77.

Interviews 17 participants in six diverse literacy programs in Washington, D.C., to develop a picture of the people who attend adult literacy programs. Most of the students could relate their perceptions of the reasons for their reading problem. They recognized school-centered problems and student-centered problems (situations or behaviors which interfered with learning to read). They reported an awareness during their school years that they had difficulties in achieving in school, the problem developing in fourth or fifth grades and becoming critical during seventh and eighth grades. Lack of awareness of students' problems by teachers or inability to meet instructional needs of students were the major school-centered causes mentioned. Most of the subjects defined reading as decoding. Student-stated goals were grouped as specific but broad based goals, specific but narrow goals, and no stated goals. One pattern which emerged was the minimal need for reading in their lives as viewed by the participants. The important part of the programs in which they were currently enrolled according to each participant was the caring aspect on the part of the programs' instructors.

COLES, GERALD S., & COPPEL, LYNN. Literacy, CETA, and unemployment: Coming up empty. *Urban Education*, July 1982, *17*, 199-212.

Provides an analysis of the literacy levels of Comprehensive Employment and Training Act (CETA) applicants in New Brunswick, New Jersey, of the cutbacks in CETA, and of the context in which all this occurs. The educational records of 510 applicants of CETA were reviewed. Of those speaking English only 18.8% scored below the sixth grade level in reading and 5.1% below fourth grade. When bilingual applicants were considered, the percents rose to 20.2 and 6.1. Most of the applicants reading below the sixth grade level had attended high school through the tenth grade. Limited federal funds have restricted the amount of support for the adult literacy programs. The relationship between illiteracy and poverty is strong.

FINGERET, ARLENE. Social network: A new perspective on independence and illiterate adults. *Adult Education Quarterly*, Spring 1983, *33*, 133-146.

Explores the social structures illiterate adults create and their relationship to notions of dependence and independence. In-depth unstructured interviews and participant-observation were used with 43 adults in a medium-size northeastern urban community. Of these, 40 could not read sixth grade materials; the remaining three had had successful experiences in literacy programs. The analysis showed that illiterate adults create social networds that include readers and are characterized by mutuality. They contribute a range of skills and see themselves as interdependent. Networks are related to the extent to which illiterate adults are involved in the larger society, this ranges from extensive for cosmopolitans to minimal for local adults. The adults who keep their independence tend to have strong inner social networks typified by mutual exchange relations. A number of examples are given to illustrate how illiterate adults react to and cope with different situations.

GORMAN, T.P. A survey of attainment and progress of learners in adult literacy schemes. *Educational Research*, June 1981, *23*, 190-198.

Prepares and uses assessment measures to evaluate literacy programs in England. Two instruments were prepared: diagnostic reading tests and a three-part questionnaire. The diagnostic tests assessed discrimination of graphemes, pronunciation of single vowels and vowel combinations, ability to carry out a number of reading and writing tasks similar to everyday tasks, and writing skills. The 1,238 students from different programs who took the tests in 1978 fell into one of four levels of reading and of writing, ranging from nonreaders to effective readers. The responses to the questionnaire gave additional information about the learners. A follow-up survey was made in 1979 by tests and a questionnaire. A comparison was made of the relative performance of learners who took both tests. Just over 25% of the learners made rapid progress while 50% made measurable progress. Different variables seemed to affect the progress made: having the same tutor, age, motivation, and support of family and friends.

SINHA, JITENDRA KUMAR, & KUMARI, ANCHALA. Progress of literacy during 1951-80. *Indian Educational Review*, January 1982, *17*(1), 109-119.

Evaluates the results of the work done to eradicate illiteracy in India. Based upon census and governmental reports and adjusted for changes in territorial coverage between census data, figures for literacy show improvement during the period studied. Nearly 162,000,000 people became literate during the 30 years of planned development, nearly 60,000,000 being females and nearly 103,000,000 being males. There is a wide gap in rural and urban literacy for both sexes, more markedly for females. Considerable variation was found throughout the country, with the central zone having the lowest literacy rate and the south zone having the highest rate. The statistics pointed to the need for reduction of disparity in literacy levels, particularly among females.

MACEDO, DONALDO P. The politics of an emancipatory literacy in Cape Verde. *Journal of Education*, Winter 1983, *165*, 99-112.

Examines the literacy program in Cape Verde in light of cultural production. The writer proposes that literacy cannot be viewed as simply the development of skills aimed at acquiring the dominant standard language. It is argued that spoken language (in this case, Capeverdean) must be used in literacy programs if literacy is to be an important part of an emancipatory pedagogy. It was thought that the use of Portuguese led to the reproduction of a colonialist, elitist mentality. Literacy has been only functional literacy in Portuguese rather than the means to a critical appropriation of Capeverdean culture and history.

CZIKO, GARY A. Vernacular education in the Southern Sudan: A test case for literacy. *Journal of Multilingual and Multicultural Development*, 1982, *3*, 293-314.

Submits the results of the first impact evaluation of the Local Languages Literacy Project in the Southern Sudan. This was a large-scale project designed to teach literacy skills to rural primary school children in 23 of the approximately 53 languages spoken in the region. Background, process, and outcome data were collected focusing on two Primary 2 project classes using new project materials, and two comparison classes not having the materials. The literacy package in four languages consisted of a series of books that included a pre-primer, a primer, and a number of post-primers containing longer, more difficult stories and reading exercises. Manuals accompanied the materials, and teachers in the project schools received training in the use of the package. The background data revealed serious obstacles to the teaching of literacy skills to primary school pupils in Southern Sudan. Among these were a lack of educational materials, trained teachers, and contact with and use for the employment of skills outside the school. The process data showed that largely ineffective methods were used to teach literacy skills in the two comparison classes and, to a slightly lesser extent, in the two project classes. These methods consisted almost entirely of repetitive reading drills with little or no emphasis on meaning. The outcome data suggested that the general reading ability of all four classes examined was quite poor. However, the literacy project appeared to be having some positive impact on the literacy development of children who would not normally have access to vernacular reading materials in primary schools.

GRAFF, HARVEY J. On literacy in the Renaissance: Review and reflections. *History of Education*, June 1983, *12*, 69-85.

Presents various aspects and opinions of literacy during the Renaissance. The writer discusses the definitions of literacy, trends and levels of literacy during the Renaissance with particular attention being paid to Florence and London, the changing uses of literacy, the relationship of the Renaissance to literacy, and alphabetic and visual literacy. Historical sources of different concepts of literacy are reviewed.

DONALD, JAMES. How illiteracy became a problem (and literacy stopped being one). *Journal of Education*, Winter 1983, *165*, 35-52.

Presents historical evidence of the conjunction of literacy with a radical political discourse which produced a powerful cultural movement in England in the late eighteenth and early nineteenth centuries. Research and opinion are cited for the principal theme of the article which was the distinction between the concepts of hegemony and resistance as related to illiteracy. By 1870 the political problem had been redefined in terms of the illiteracy, deficient language, and debased tastes of working-class pupils.

III-11 Reading in non-school settings

GUTHRIE, JOHN T. Where reading is not reading. *Journal of Reading*, January 1983, *26*, 382-384.

Contrasts a traditional view of different aspects of reading with reading done in occupational settings. Case studies of individuals working in 14 occupational titles were completed by two investigators. These studies consisted of three to five periods of observation lasting two to three hours, responses to a reading activity inventory, and personal interviews regarding educational background, lifestyle, and uses of reading. Reading in most occupational settings is not from books but from manuals, handbooks, and the like. Frequent objectives include such activities as identifying and remembering facts and transforming information into a new presentation. Often there are multiple goals for reading the same document. Reading activities rarely continue very long. Reading is not an option for acquiring information but is imperative. It was concluded that since the traditional view of reading is unlikely to be appropriate for occupational settings, traditional methods for assessing and improving reading abilities need to be examined.

MILLER, PHYLLIS A. Reading demands in a high-technology industry. *Journal of Reading*, November 1982, *26*, 109-115.

Explores the nature of technical and managerial reading in a high-tech computer company. Four groups of seven subjects each were identified: higher level and lower level technical personnel and higher level and lower level managerial people. They completed a questionnaire and participated in a structured interview. Each group reads six basic types of materials that are complex, numerous, and often inconsistent in structure. Technical people read to analyze problems, propose solutions, and carry out research. Managerial members read to review, assign, and develop organizational procedures and policies. Reading is considered very important for their work and requires much of their time. The subjects reported having many problems with their reading. The four figures which accompany the report provide much useful information: content analysis of examples of materials in the various categories, reading outcomes, reading tasks, and perceived problems in reading.

SALAGER, FRANCOISE. The lexis of fundamental medical English: Classificatory framework and rhetorical function (a statistical approach). *Reading in a Foreign Language*, March 1983, *1*, 54-64.

Conducts a statistical study of 100,000 words from medical English to determine which items are homogeneously distributed across the medical spectrum. The words were found in 50 different textbooks drawn from 12 medical specialities. The root of the word was used as the basic unit; each word was hand recorded. For each root the following data were recorded: average frequency per text and per 1,000 words, standard deviation per text and per 1,000 words, and the number of texts in which a given root appeared. It was found that the verbal roots are made up of items which describe the general methodology of scientific inquiry, and those which indicate the evolution of diseases and/or the patient's clincial state. Noun roots describe medical procedure and express measurement. Adjectival roots describe illness or injury and the quality and/or timing of treatment with function words mainly expressing causality, opposition, and purpose.

RUBIN, RHEA JOYCE, & HOUSE, CONNIE. Library service in U.S. jails: Issues, questions, trends. *Library Journal*, February 1, 1983, *108*, 173-177.

Presents descriptions of different kinds of library services in United States jails and the problems involved. The rationale for the provision of library service to jail residents is founded on three imperatives: the humane, the professional, and the legal. Most library services to jails were initiated by libraries. As of 1977, 88% of the largest jails and 23% of the smallest had some reading materials available for residents. In a few of the larger jails there are library rooms with professional librarians in charge. The trend is toward permanent collections housed in jails. However, books are not easily accessible, and delivery is usually handled by the correctional staff, not the library personnel. Security for library materials is a serious problem. The significant issues in jail library service revolve around the problem of an outside agency (the public library) working within a correctional facility, and responding to its needs and limitations while maintaining good library service.

III-12 History of newspapers

WILSON, C. EDWARD. Egregious lies from the idle brains: Critical view of early journalism. *Journalism Quarterly*, Summer 1982, *59*, 260-264.

Details criticism of news and editors two centuries before the introduction of printing in England in 1476. At that time lawmakers threatened imprisonment for publishers of false news. In tracing this criticism the writer quoted a number of literary men, such as Ben Johnson, John Donne, and others. The most common charge against the press in the early seventeenth century was that it lied for profit. Other criticisms of the early press included unreliability and sensationalism among others. Attacks were made on individual journalists and on avid consumers of news. It was concluded that there was no single example of concrete praise for the news press in the literature searched and that hardly a criticism made today was not explicitly made before the first daily newspaper was issued in 1660.

MCFARLAND, C.K., & THISTLETHWAITE, ROBERT L. 20 years of a successful Labor paper: *The Working Man's Advocate*, 1829-49. *Journalism Quarterly*, Spring 1983, *60*, 35-40.

Discusses the purposes and endeavors of *The Working Man's Advocate*, a labor paper published between 1829 ad 1849. As a part of a rapidly expanding labor press, it reflected the concerns of an awakened labor class during a time of turbulent change. Published under various names, *The Working Man's Advocate* had as its purpose the unification of the working classes in their struggle to become part of middle America. There were political aims (as the right to vote) and economic aims (as more equitable taxation). The labor press often seemed agressive in its demands, but thousands of Americans joined in the reform movements. The newspaper evolved into a publication which tried to influence political elections and governmental decisions on major issues of the period.

Gold, Ellen Reid. The provincial press and political speeches. *Communication Quarterly*, Winter 1983, *31*, 37-42.

Describes the rhetorical materials which appeared in the British provincial papers during the nineteenth century. Much of the political discussion then occurred outside Parliament, led by politicians and reformers who appeared before mass meetings. Many of these meetings were reported verbatim in the provincial papers. Originally published weekly, after the taxation on them was repealed, many papers became dailies. Overall circulation increased, and the numbers of papers doubled. In 1851, there were 563 such journals identified; in 1870, there were 1,390. William E. Gladstone's 1879-80 Midlothian campaign was used to illustrate how these source materials may contribute to historical and critical analysis. The limitations of the provincial papers of seeing events from a local point of view and editorializing freely were acknowledged.

Duncan, Phillip A. *Slovo*—a Russian periodical that helped kindle the Revolution. *Journalism Quarterly*, Autumn 1982, *59*, 424-430, 439.

Explains the importance of the short-lived Russian periodical that helped spread the ideas of Zola and Marx. Beginning in 1878, the periodical was conceived from the merger of an important scientific journal and a somewhat decaying liberal newspaper. Thus, a political newspaper with some interest in the arts was combined with a periodical devoted to scientific investigation. Zola, a popular Russian novelist, was influential with his Naturalistic theory of the novel. His vision of the way to Utopian socialism was similar to the philosophy of Marx who observed social and economic change and awakened the worker to his approaching political philosophy. At times issues of *Slovo* were censored. *Slovo*'s history not only reflected the contemporary reformist ambiance but also foretold the future of tsarist opposition. Publication was ceased in 1881.

Brooker-Gross, Susan R. 19th century news definitions and wire-service usage. *Journalism Quarterly*, Spring 1983, *60*, 24-27, 40.

Analyzes 15 newspapers published in large and small Ohio cities in the late 1800s to determine uniformity of their content. News stories from four February issues from each newspaper published between 1889 and 1899 were analyzed for news origin or location and topics. Stories possibly coming from wire services were itemized and examined for duplication of items. A matrix of overlap was prepared for all newspapers giving the percentage of each newspaper's stories and covered the same events as stories in other newspapers. The small-town newspapers depended upon external sources to define news. They were neither provincial nor independent as a great similarity was found in the content of these early newspapers.

Nam, Sunwoo. The *Washington Post* story. *Gazette*, 1982, *29*, 79-90.

Traces a brief history of the *Washington Post*, examines two cases of published materials which were errors, and content analyzes the section called the "Style" for a one-week period to draw conclusions about the quality of the *Post*. Founded by Stilson Hutchins in 1877, the *Post* was to be "democratic in politics and modern in style." In 1981 it became the only newspaper in the nation's capital city. In 1981 two stories appeared in the *Post* which proved to be erroneous: "Jimmy's World" by Janet Cooke and the bugging of Blair House before the inauguration of Mr. Reagan. Both were criticized as being unethical and unnecessary if the proper checks had been made. The writer found the "Style" section to include many items of frivolous/trivial nature. It was concluded that the *Post* in comparison with the New York *Times* is not a top-quality newspaper.

III-13 Newspaper publication

HYNDS, ERNEST C. Newspaper education coverage has been expanded, improved. *Newspaper Research Journal*, April 1981, *2*(3), 70-76.

Surveys by means of a four-page questionnaire 186 newspapers, divided into four population groups, concerning amount, types, sources, staff, and changes and trends in educational coverage. Based upon numerous findings, the following conclusions were made: Many newspapers have expanded and improved their coverage of education, especially at the local level, in recent years. Most cover a variety of educational activities and depend on their own staff to provide the majority of their educational coverage. Fewer than half have even one person assigned full-time to the education beat. More emphasis will probably be placed on analysis and interpretation in educational reporting in the future.

PETERSON, SOPHIA. International news selection by the elite press: A case study. *Public Opinion Quarterly*, Summer 1981, *45*, 143-163.

Examines the news factors which influence the selection of international news for publication: frequency, threshold, unambiguity, meaningfulness, personal and national elitism, and negativity. *The Times* of London was analyzed during a two-week period in 1975 for international news events. The data collection consisted of 5,446 items of which 569 were published events; 841, duplicates of the published events from sources other than those cited in *The Times*; 3,170 unpublished events, and 866 duplicates. Comparisons were made between published and unpublished news events, both of which were coded according to World Event/Interaction Survey event categories. To avoid some of the problems inherent in testing individual news events, the complementarity and additivity hypotheses were also tested and supported by the data.

OSTMAN, RONALD E., & BABCOCK, WILLIAM A. Reagan inauguration, hostage release or both? Publication time, ownership and circulation size in daily newspaper editorial decisions. *Newspaper Research Journal*, July 1982, *3*(4), 24-35.

Probes front page play of two major events happening on the same day, the hostage release and the Reagan inauguration and the possible predictors of news editors' decision of which story to emphasize. Responses to a questionnaire along with copies of front pages of newspapers from 396 newspapers were analyzed. Approximately one-third of the morning papers published a combined hostage release/inauguration story. Afternoon and evening papers faced with earlier deadlines were less likely to display combination stories. Morning papers gave more space to the hostage story than afternoon or evening papers. No significant differences were found between chain-owned and nonchain-owned papers on the treatment of the stories although chain-owned papers tended to give more space to the hostages' release than independent newspapers. As newspaper circulation increased, coverage of the hostages' release and combination stories was greater, more stories were run with larger-sized dominant photos for both stories, and more stories were run with larger-sized headlines for all three types of stories.

STAMM, KEITH R., & WEIS, ROBERT J. Toward a dynamic theory of newspaper subscribing. *Journalism Quarterly*, Autumn 1982, *59*, 382-389.

Tests models which distinguish four stages in the process of settling down in a community and relates subscribing or non-subscribing to newspapers with these four stages: drifting, settling, settled, relocating. In-home interviews were conducted with 498 subjects who were asked questions about their length of residency in Seattle and whether or not they intended to continue living there. Among other findings, it was noted that the incidence of non-subscribing to newspapers was lowest among the settled residents, or the natives. The incidence of new subscribers was highest for the settlers, and the percentage of stable subscribers was highest for those who were settled. A relatively high incidence of recent and stable advertising was also found among the drifters.

VIVIAN, JOHN H. Commentary: PMs future in the shakeout and reconfiguration of American newspapers. *Newspaper Research Journal*, April 1982, *3*(3), 69-79.

Provides reasons for the decline of newspapers published in the afternoon. Although the difficulties of some metropolitan newspapers have received the most attention, the entire newspaper industry is undergoing a reconfiguration. In some two-newspaper towns, joint operating agreements usually precede the elimination of one of the papers, often the PM one. The reasons for the decline or cessation of the afternoon newspapers include the following: early copy deadlines so that the news becomes a rehash of that in the morning papers; loss of audience to television commentators and news; difficulties in reporting neighborhood news; women in the work force in afternoons; newspaper readers spending less time at home in the evenings; advertisers' preference for morning editions.

ZERBINOS, EUGENIA. Analysis of the increase in weekly circulation, 1960-1980. *Journalism Quarterly*, Autumn 1982, *59*, 467-471.

Seeks evidence that the increase in weekly newspaper circulation resulted from an increase in free circulation. Although there was a decline in the number of newspapers, there was phenomenal growth in circulation between 1960 and 1980. A proportionate random sample of weekly newspapers was selected from each of four states. Data coded for computer analysis included a number of variables. Multiple regression analysis was done to determine variables which might explain the variance in circulation in 1980. The study offered some evidence that the increase in weekly newspaper circulation was due to an increase in free circulation, most of the free circulation newspapers being located primarily in urban and suburban areas. Free newspapers were likely to be a part of a chain or group.

STONE, GERALD C.; STONE, DONNA B.; & TROTTER, EDGAR P. Newspaper quality's relation to circulation. *Newspaper Research Journal*, April 1981, *2*(3), 16-24.

Investigates the quality of newspapers to determine if some of the 25% of the unexplained variance in daily newspaper circulation found in previous studies can be explained. Quality was determined by judges who listed, without criteria, their first four choices of good and bad journalistic products among dailies under 200,000 circulation published in their own states. A total of 79 papers was rated superior by two or more judges in a state; 45, inferior. A series of stepwise multiple regression analyses was performed to determine what effect quality had on circulation, using the measures of city zone, trade zone, and total circulation. Newspaper quality was found to be a strong predictor of city zone and total circulation, but household census measures were strongest. Circulation depended more on the size of the community than on the quality of the newspaper.

TILLINGHAST, WILLIAM A. Newspaper errors: Reporters dispute most source claims. *Newspaper Research Journal*, July 1982, *3*(4), 15-23.

Examines perceptions of news accuracy by news sources, reporters, and editors concerning the numbers of errors, their causes, and the conditions that create them. Articles from two newspapers were mailed to news sources with a questionnaire seeking their perception of errors. The 270 returned articles were then evaluated by 47 reporters who completed questionnaires on specific source claims of error in their copy. According to the sources, 47% of the 270 locally produced news articles contained 246 mistakes, an error rate of .91 per story. Of the errors, 63% were perceived as subjective and classified as omissions (19%), misquotes (10%), underemphasis (9%), overemphasis (9%), headline distortions (6%), and "other" (10%). Reporters disputed 78% of error claims. Sources considered reporter haste as a likely cause of errors; reporters, carelessness; editors, misunderstandings between reporters and sources. More narrowly focused news items, such as crime, courts, education, and transportation contained fewer errors than general news or local government news.

SMITH, EDWARD J., & FOWLER, JR., GILBERT L. How comprehensible are newspaper headlines? *Journalism Quarterly*, Summer 1982, *59*, 305-308.

Investigates the effectiveness of newspaper headlines in providing accurate pictures of the contents of the stories. In telephone interviews, 237 subjects were read 10 randomly selected headlines drawn from the general news sections of a metropolitan newspaper, the edition being two months old at the time of the interviews. They were asked to describe what they thought the story was about in as much detail as possible. Their responses were scored on a scale ranging from totally accurate to totally inaccurate or don't know. The results showed that the newspaper headline is approximately 42% efficient in conveying the idea of the story. Better educated persons and persons who are highly interested and aware of news events scored higher in comprehension of headlines.

HAACKE, WILMONT. Weekly newspapers as opinion-formers. *Gazette*, 1982, *29*, 65-77.

Comments upon weekly newspapers, especially those published in Germany. The currently dominant type of weekly, outwardly like a newspaper but resembling magazine structure, has been found more frequently in France, England, and the United States than in Germany. Weeklies give the reader the sense of being well informed because most of them review and comment upon the news of the past week. The pioneer German weekly was published in Berlin from 1895 to 1933, folding just before the start of the Third Reich. The study of today's weeklies shows that the leading ones are superior to the ordinary press either because of their high circulation or their overall journalistic performance. The quality and not the quantity has insured the survival of these publications.

MILLS, RILLA DEAN. The new Soviet journalism: more facts? *Newspaper Research Journal*, Fall 1982, *4*(1), 28-33.

Suggests that more objective reporting seems to be taking place in the minds, if not in practice, of Soviet journalists. This conclusion was based on a study of the 12 years editions of *Zhurnalist*, the official monthly of the Soviet Union of Journalists. Leninist theory has no room for information which does not further the cause of the party. Increased use of reading research by Soviet media has provided sensity to the readers' wishes. The analysts writing in the journal seem united in their desire to increase the quantity and quality of information in the press. The Soviet jounalists are begin told to seek out and present more reportage along with the didactic articles in which Soviet journalism has specialized from the start. An implication from this report is that forces other than history, culture, and national ideology play a key role in determining the kind of journalism a modern industrial state will have.

III-14 Magazine publication and use

RILEY, SAM G. Specialized magazines of the South. *Journalism Quarterly*, Autumn 1982, *59*, 447-450, 455.

Examines three types of specialized magazines of the South (city, regional, city/regional specialty) and attempts to shed light on how together these periodicals have become a force in the South's growing magazine market. A two-page questionnaire was completed by 43 editors and/or publishers. Most regional magazines began after 1970, but the majority of the editors do not expect growth to continue. The specialized magazines in the South have modest circulations, sell to the middle class, and receive about 70% of their revenue from advertising. The most pressing business problems are inflation-connected and advertising cutbacks. One of the most pronounced differences among the three categories of magazines is the kind of advertisers they attract. The success of these magazines was attributed largely to increased reader interest in one's home area.

Fletcher, Alan D., & VandenBergh, Bruce G. Numbers grow, problems remain for city magazines. *Journalism Quarterly*, Summer 1982, *59*, 313-317.

Surveys 61 editors and publishers of city magazines to obtain their perception of the place of their publications in the current media marketplace. The reasons they gave for the metropolitan magazine boom include localness and community themes and gaps in editorial coverage by other media which the city magazines fill. The most frequently mentioned problems are advertising support, circulation, and increased costs. Several solutions to the problems were offered.

Drott, M. Carl, & Mancall, Jacqueline C. Magazines as information sources: Patterns of student use. *School Media Quarterly*, Summer 1980, *8*, 240-244, 249-250.

Examines the bibliographies used in fulfilling assignments calling for information on individual topics of 1,178 high school student papers. This represented a purposeful sample of 73 classes selected from 15 schools in five school districts. Showing a strong preference for books, only 460 students (39%) referenced any magazine articles. Of the total references, 62% were to books, 19% to magazine articles, and the remainder to a variety of newspapers, encyclopedias, pamphlets, and other materials. Among students using magazine articles, 30% referenced only one. *Newsweek, Time,* and *U.S. News and World Report* were the magazines most frequently referred to. Half of all the articles used by students could have been supplied from 17 titles; the remaining half of the articles would have required 279 additional titles. Holdings of 5 years of back issues would have supplied 60% of all articles; 10 years of back issues would have satisfied 74% of the uses.

Biggs, Mary. Women's literary journals. *The Library Quarterly*, January 1983, *53*, 1-25.

Reports the findings of a questionnaire survey of 26 literary magazines edited by and for women. The information gained is discussed in the context of the little-magazine movement as a whole. Women participated in editing American little magazines from the time of their inception, but not until the last 10 or 15 years have their been significant numbers of women for whom gender is basic to literary purpose. Women's little magazines share the independence of purpose, the commitment to encouraging unknown writers, publishing instability, and low circulation figures which typify the general run of little magazines. They differ in their styles of editing, their identification with feminism, their preference for women writers, and in their emphasizing of social goals over aesthetic concerns and didactic work. A follow-up study was made two years later. Seventeen stated they were still publishing. At this time they had achieved an average longevity of 7.7 years.

Cockburn, Andrew. Graphic evidence...of nuclear confusion. *Columbia Journalism Review*, May/June 1983, *22*(1), 38-41.

Presents an analysis of graphs and balance sheets that have appeared in four different kinds of publications. Each graph purported to show the relative nuclear strengths of the United States and the U.S.S.R. Since the terms used and the assumptions made for the graphs are different, their interpretation can be confusing to the reader.

III-15 History of print and books

Reichman, Felix. *The Sources of Western Literacy: The Middle Eastern Civilizations*. Contributions in Librarianship and Information Science, Number 29. Westport, Connecticut: Greenwood Press, 1980.

Documents and discusses Middle Eastern influences on the growth of European literacy. The text begins with the origins of printing and the book and then views the influences on literacy from Mespotamia, Egypt, the Byzantine Empire, and the Arab Empire. The history of the book is a relatively brief one with the first book being produced in Mesopotamia about 5,000 years ago. The first literate people were the Sumerians whose earliest texts can be dated around 3200 B.C. Other tribes infiltrated Mesopotamia, assimilated the cultural traditions of the region, and continued the literary civilization. Over time, Sumerian scribes using clay tablets changed the writing from glyphs to ideograms. Eventually the number of ideograms was reduced in number from 2,000 to some 500 signs. Originally the script was written vertically in compartments running from right to left. Finally, the compartments were combined into horizontal lines, and the signs were read from left to right. About this time, the script changed from ideograms to syllabaries. Alphabetization was not developed in cunieform script except by the Persians and the people of Ugarit who used an alphabet of cunieform signs. The Hittites had a pictographic script of their own with one line running from left to right and the next from right to left. In addition to clay, five other writing materials were used by early peoples: wooden and ivory tablets covered with wax, papyrus, and skins of animals utilized as either leather or parchment. The various writing materials determined the physical appearance of the book. Those who could read, in addition to professional scribes, included most priests and almost all businessmen. Books on many topics appeared. Treatments of the literate culture in Egypt, the Byzantine and the Arab Empires are also covered in the book.

Eisenstein, Elizabeth L. *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early-Modern Europe*. 2 vols. New York: Cambridge University Press, 1979.

Attempts to study the consequences that ensued as a result of the invention of the printing press in Europe. The author describes how the introduction of print reoriented European culture. The relationship between print and the intellectual revolution of the Renaissance and the Reformation are studied. It is argued that typographical fixity permitted the development of a total rationalized view of past civilizations. While the elements that led to the Renaissance were presented before print, print institutionalized this revival, fixing it and making it a European-wide phenonomen. Inscribed records, because of their more general availability, permitted scholars to perceive with greater accuracy historical differences. Print permitted the preservation of knowledge to go beyond the limitations of belonging to a few initiated learned men; it set up a medium of communication in which feedback was more possible and more frequent. Because of print, knowledge was an accumulating rather than a dissipating resource. Previous relations between masters and disciples were changed. Printed texts served as silent instructors; students began to surpass their elders as well as the ancients in their knowledge base in such areas as mathematics. Methods of measurement, all forms of data collection, and records of observations were all affected by the new medium. The dissemination of Reformation ideas was also permitted more easily as a result of print. Religious and scientific traditions, although both affected by print, were affected in markedly different ways. In religious affairs, the new communication media had a divisive effect whereas an opposite effect held in science. Spiritual and intellectual life was profoundly changed by the multiplication of books and printing presses.

Franklin, V, Benjamin (Ed.) *Boston Printers, Publishers, and Booksellers: 1640-1800.* Boston: G.K. Hall & Co., 1980.

Documents the first 160 years of printing and publishing in Boston by providing a brief history of every person known to have appeared in a Boston imprint through 1800. The nearly 300 entries are in alphabetical order. In addition to dates of birth and death, a list of major authors published and publishers served is included. The significance of the individual's contribution as well as major accomplishments are often addressed.

Spufford, Margaret. *Small Books and Pleasant Histories.* London, England: Methuen & Co. Ltd., 1981.

Draws primarily upon the chapbook collection of Samuel Pepys as the source in determining a quantitative and qualitative analysis of themes in chapbooks in circulation. The chapbooks were cheap and frequently would cost only one or two pennies. The bulk of Pepys' collection was acquired from 1682 to 1687. The author provides evidence to substantiate that Pepys' collection was well-balanced and represented a high proportion of chapbooks in circulation in the 1680s. Evidence for readership of chapbooks is presented as well as information on a relatively widespread base of literacy even among the lower socioeconomic classes. The chapbooks are divided into three major categories according to content and then analyzed. The first grouping deals with the "small merry books" whose content covered courtship, sex, and songs. These books reveled in slapstick, satire, and in the misadventures of unfortunates; compassion was totally lacking in their content. The second category was that of the religious or small godly books. The impression of religion handed out in these inexpensive books was a gloomy one with considerable emphasis on fear of death, judgment, and the wrath of God. Some 14% of the chapbooks collected by Pepys had some sort of historical setting, but this setting tended to be mythical and fantastic. The past appeared as a kind of a composite, fabricated one; it was a secondhand chivalric past, full of adventures and battles, signs and wonders. This literature was intended to be read as a pastime. The author contends that the importance and influence of the chapbooks in the lives of the less educated should not be underestimated.

Reeds, Karen. Publishing scholarly books in the sixteenth century. *Scholarly Publishing*, April 1983, *14*, 259-274.

Points out practices and problems of publishing during the Renaissance and compares them to those of today. Emphasized in this historical account were the relationships between picture, text, and the natural objects described in the Renaissance botany and anatomy books. Getting books published then was difficult. Since textbooks were more profitable to publishers, many medical books and herbals were addressed to students even though they were not intended to be textbooks. The most attractive source of manuscripts was the great backlog of medical treatises. Publishers did not accept manuscripts just as they came from the author's desk but insisted on revisions and a clean copy. The problem of preparing illustrations for a book was new, and publishers and authors were concerned about techniques of drawing, copying, and printing pictures. The report included information about financing the publication, acquiring manuscripts, preparing the manuscript for the printer, producing and selling the book during the Renaissance.

Goodich, Michael. Encyclopaedic literature: Child-rearing in the Middle Ages. *History of Education*, March 1983, *12*, 1-8.

Reviews the literature of the thirteenth century pertaining to education and child-rearing, especially that found in the encyclopaedias of the time. The traditional treatises on education and manuals of penance were primarily concerned with moral issues, but the encyclopaedia provided a more rounded picture of the child's moral and physical condition. They were products of the scholasticism of the universities and dealt with childhood and education in the context of natural history, drawing upon Arab medicine, Roman literature, and Christian theology. The child and adolescent are presented as distinct phases of human development.

SCHELLENBERGER, JOHN. After Lucky Jim: The last thirty years of English university fiction. *Higher Education Review*, Spring 1983, *15*(2), 69-76.

Criticizes English novels concerned with universities and classifies these novels into four categories. The oldest category was the university-comic novel, pioneered by an anonymous writer in 1768. The second category of university fiction was the serious novel, started by John Gibson Lockhart's *Reginald Dalton* in 1823. These novels attempted to demonstrate what was so special about Oxford before World War I. The third category of university fiction is the college detective novel, usually written by the professional academic, the earliest being *An Oxford Tragedy* (1933) written by J.C. Masterman. Kingsley Amis's *Lucky Jim* in 1954 began the fourth category with a new sub-series of university fiction adapted to the era of university expansion. The titles of many novels are included as examples of the categories.

MONAGHAN, E. JENNIFER. *A Common Heritage: Noah Webster's Blue-Back Speller*. Hamden, Connecticut: The Shoe String Press, 1983.

· Presents details of the life and writing of Noah Webster with emphasis on the history of the Blue-Back Speller from its first publication date of 1783 until the death of Webster. Two editions (1783, 1831) are still in print today. Estimates of the total sales of the speller have ranged from 60 to 100 million copies. Webster regarded his speller used for reading instruction as a nationalistic tool and a contribution to the welfare of the country. He devised an educational program that provided textbooks in every aspect of education. Among his works were different editions of the spelling book, several grammars, the first collection of pieces for reading ever published in America, a new version of *The New England Primer*, world and American histories, and a biology textbook. *An American Dictionary of the English Language*, published in 1828 with its 70,000 entries, resulted from labor for a quarter of a century. The income from the spelling book supported Webster and his family for 12 years while he worked upon the dictionary. Changes were made in *The American Spelling Book* in the numerous editions from 1783 on. Later the spelling book was named *Elementary Spelling Book*, so-named because Webster believed it taught the elements of language. Included in the book are, among many topics, Webster's concern for irregularities of the English language and spelling, his attempt to reform the English alphabet, his experiences with copyright, his dictionary for schools, accounts of publishers, publishing priorities and problems in publishing, competition in spelling books, his work on the Bible to free it from what he considered to be offensive expressions and ungrammatical usage, his relationship to his only son, the attacks on his work and his attack on the work of others and his complete involvement with his work.

BAILYN, BERNARD, & HENCH, JOHN B. (Eds.). *The Press & the American Revolution*. Worcester, Mass.: American Antiquarian Society, 1980.

Presents a book of essays on the activities, place, and influence of American printers and journalists during the period of the American Revolution. The first two chapters trace the difficulties of colonial printers and the development of freedom of the press in America. Three chapters focus on special elements of the press: the Southern press, the German-language press of Pennsylvania, and the intellectual and emotional content of loyalist publications. One chapter deals with the misrepresentation in colonial newspapers of the English situation. Although the "Letters from London," a staple item in colonial newspapers, maintained that the political and economic program of the ministry and Parliament was unpopular, there was actually negligible support in Britain for the American position when the war started. A final chapter includes statistics on American printing for the period 1764-83.

HATCHETT, MARION J. *The Making of the First American Book of Common Prayer.* New York: The Seabury Press, 1982.

Chronicles the background and events leading to the making of the first American Prayer Book and discusses its significance. The 1662 Prayer Book had been the bond of union among Anglicans. A revision of the newly independent Church in America presented a threat to this union. With the Revolutionary War, the Church no longer had the support of the state and was threatened by the rise of deism and Unitarianism, and the growing strength and the separation from the Church of the Methodists. Revisers of the 1662 book had to face the need for the Church to adapt to the missionary opportunities of westward expansion as well as internal divisions. A radical revision would have splintered the Church. Those active in the making of the first American Prayer Book were representative of the sophisticated, well-educated, urban eastern and southern establishment and the book reflected this. It was accepted throughout the Church with little resistance, and the book served a unitary function during various new movements of the nineteenth century. The 1789 book was not revised until 1892.

III-16 Publication and history of juvenile books

PICKERING, JR., SAMUEL F. *John Locke and Children's Books in Eighteenth-Century England.* Knoxville, Tennessee: The University of Tennessee Press, 1981.

Traces the educational teachings and influence of John Locke as interpreted in children's books of the eighteenth century. The first British publisher of children's books on a large scale was John Newbery who published some 20 books for children and about another 20 for young adults prior to his death in 1767. Locke's ideas provided much of the content and theory behind these books. In particular, Newbery applied Locke's thoughts in writing about children's relationships to animals and in teaching kindness to animals. Another strand shaping change in attitudes toward animals came from Rousseau whose disciple often wrote books making animals manlike. Another Lockean influence on children's books led to a general repudiation of fairy tales with fables seen as a more acceptable type of literature. Locke's teachings also led to books that mixed amusement with instruction. Prose fiction describing the lives of inanimate objects became popular and incorporated Lockean thought. The content of chapbooks, inexpensive and widely read by the lower classes, is treated in a separate chapter as is the content of godly books. One of the most successful of these latter types was *Divine Songs* by Isaac Watts, 20 editions of which were published during the author's lifetime. The book, appearing in 1715, was written in verse form in order to be more appealing to children. By 1929, at least eight million copies had been printed and 380 editions had appeared in Britain alone. Another chapter is devoted to the publishing efforts of John Marshall whose books appeared in the last two decades of the eighteenth century. Marshall's books tended to be more serious than Newbery's, placing emphasis upon discipline and less upon play and recreation. Other differences in the books of the two publishers are discussed, although Locke provided the theoretical and practical foundations for the books of both. By the end of the first quarter of the nineteenth century, Locke's direct influence had waned considerably, although his indirect influence remained great.

EGOFF, SHEILA. "Which one's the mockingbird?" Children's literature from the 1920s to the present. *Theory Into Practice*, Autumn 1982, *21*, 239-246.

Comments on selected examples of children's literature written in different decades. The major children's writers of the late Victorian age demonstrated that children's literature could be literature and showed that the most enduring quality of literature is its link with life. They believed that the content was to be comprehensible for children. Restrictions of childhood were loosened in post World War I years. The writer considered the 20s and the 30s to belong chiefly to the United States in terms of freshness, enthusiasm, and genuine development in children's literature. Some books, published in the 1950s, such as *Charlotte's Web*, were considered first-rate books which were within the average child's reading ability. The American problem novels of the present time were criticized because they have only problems and lack descriptive background, fine use of language, leisurely pace, and in-depth characterization.

SIMS, RUDINE. *Shadow and Substance. Afro-American Experience in Contemporary Children's Fiction.* Urbana, Illinois: National Council of Teachers, 1982.

Analyzes 150 children's books of contemporary fiction about blacks published during a 15-year period since 1965. They were analyzed according to whether the readers would be black or white children, the extent to which the reader relates to the contents of the books, and the author's focus and the authenticity of the details. When books were analyzed in terms of the foregoing three issues, they were categorized under three topics: social conscience books (21), melting pot books (40), and culturally conscious books (89). Each category was divided into subtopics. The social conscience books made the black child more visible in children's literature and gave him a more positive image than was previously done but contained many flaws; these books began to disappear in the mid 1970s. The melting pot books, beginning in the 1940s and continuing today, were considered a positive contribution to children's fiction about Afro-American life experiences because black characters were usually portrayed realistically and attractively. However, they ignored important aspects of Afro-American life experiences. Culturally conscious books are told from the point of view of black characters and deal with a black family or neighborhood. These books, written from an Afro-American cultural perspective, displayed features and themes not often found in social conscience or melting pot books and seemed to be directly addressed to black children. The vast majority of the books in this classification were published from the mid 70s on. Of the books analyzed, white authors wrote 100% of the social conscience books, 87.5% of the melting pot books, and 28% of the culturally conscious books. In the longer report all books analyzed are listed under appropriate categories and brief overviews of five Afro-American writers who have made major contributions to Afro-Americans are included.

III-17 Book publication

COSER, LEWIS A.; KADUSHIN, CHARLES; & POWELL, WALTER W. *Books: The Culture and Commerce of Publishing.* New York: Basic Books, 1982.

Collects a variety of types of data in performing a sociological analysis of the publishing industry. Observations were conducted at 10 publishing houses, including trade, college text, scholarly, and university presses; 85 editors from 56 publishing houses gave complete interviews; 13 editors gave partial interviews and another 35 were interviewed informally; 209 authors responded to questionnaires concerning their experiences with publishers; interviews were conducted with agents, reviewers, booksellers, and specialists in the production of managed texts; and 317 questionnaires dealing with career patterns were analyzed. The study focuses primarily on the publication of nonfiction, although other data are included. The first chapter briefly gives an overview of the history of book publishing in America which remained a cottage industry until the rise of the mass market for books in the late eighteenth and early nineteenth centuries. With the rise in literacy came an enlarged market for books; the social ascent of the middle class brought forth a new group with enough time and education to develop a taste for reading books. Women became book readers as they gained leisure time. As the book market widened, modern publishing houses gradually replaced the printer-bookseller. In the analysis of the current status of the industry, the authors divide publishing into trade, scholarly, and textbook concerns. The product derived from each kind of publishing is different and each has a different kind of audience. Editorial practices thus differ in each case, and publishing is a highly segmented industry. Some branches of publishing, such as the introductory college textbook market, are highly concentrated and only the largest firms have the financial means to compete. Scholarly monographs, however, still operate in a competitive and relatively open market. Authors tended to be largely ignorant of the publishing process. Many individuals both within and outside of the industry, not only editors, serve as gatekeepers in the filtering, winnowing process of selecting books for publication. Increasingly, market researchers are responsible for dictating college textbook products. Unorthodox or innovative proposals for new textbooks are frequently rebuffed, and authors are encouraged to emulate current leading texts in their fields. As compared with scholarly books or texts, the majority of trade books are not commercially successful. Future trends in the industry are highlighted also.

OAKESHOTT, PRISCILLA, & BRADLEY, CLIVE (Eds.). *The Future of the Book. Part I—the impact of new technologies.* Studies on Books and Reading, No. 8. Paris, France: UNESCO, 1982.

Explores how modern technology is used in resolving a broad range of problems connected with book production and supply and what their potential use may be concerning the role of books in daily life. Included in the book are 15 articles prepared by book industry specialists and the Publishers Association of the United Kingdom. The various kinds of technological approaches challenge the future of the book, but the writers concerned with book use and readership felt that books are here to stay as they are a convenient form for containing accessible information and for entertainment. Developments which now only marginally affect the leisure publication fields have already made considerable impact in the education field. Developing countries will still import books because of a lack of publishing facilities or an uneconomic potential market. In these countries it is unlikely that the new technological developments will replace the book. The new technologies offer effective solutions to many book distribution problems, especially for the major developed countries. The problems in less developed countries are increased when government efforts to supply educational needs can be nullified by inadequate distribution or storage. One of the writers summarized the situation by stating that all links in the chain (authors, publishers, librarians, booksellers) needed to come to terms with both new techniques and changing patterns of organization of the book business.

GAULT, MICHEL. *The Future of the Book, Part II—the changing role of reading.* Studies on Books and Reading, No. 9. Paris, France: UNESCO, 1982.

Explores the ways in which technological innovations modify the role of reading in industrialized society and how readers integrate the book into a new and broader range of media sources. Dangers books face are economic changes and technological threats. Current technological developments and the emergence of different requirements of a new readership can lead to a profound change in the book professions and may cause their disappearance if they do not change with the times. It is brought out in the report that there can be no future for books without a future for reading. In order to gain new readers, reading places and situations need to be diversified as much as possible. More and more experiments are being undertaken to take books to where the people live and are showing good results. The computers in schools and elsewhere could in the future displace textbooks and other reading materials. Problems, such as literary property, are yet to be solved. Suggestions are given for the preservation of books.

ESCARPIT, ROBERT. *Trends in worldwide book development 1970-1978.* Studies on Books and Reading, No. 6. Paris, France: UNESCO, 1982.

Presents statistical data concerning book production throughout the different countries of the world. The estimate for world book production for 1950 was 230,000 titles; for 1980, 670,000. After 1972 (International Book Year) there was a reshuffling of the hierarchy of the main book producers in the world. It was difficult to assess book production in the countries of Africa, the Arab countries, and some other undeveloped countries because of lack of accurate data. Some were estimated by the amount of printing paper used. Obstacles in Africa were the economic dependence of the book trade on developed countries and the political and cultural division of Africa. In China children's books and textbooks represent one-third of the titles and two-thirds of the copies of books sold. A decreasing trend in book publication was noted for India because of economic disparities and innumerable differences in religions, customs, modes of life, environment, cultures, and especially languages. Brazil has become one of the world's main producing countries. On the whole, the balance of Latin America after 1972 is rather positive. Approximately 40,000 titles of children's books are published every year, including some 15,000 pamphlets. New important publishers have appeared among developing countries, the main two being Brazil and the Republic of Korea. Large editions for children's books are part of general policy in all socialist countries. Details about many countries and regions are included in the report.

JOYCE, DONALD FRANKLIN. *Gatekeepers of Black Culture: Black-Owned Book Publishing in the United States, 1817-1981.* Contributions to Afro-American and African Studies, Number 70. Westport, Connecticut: Greenwood Press, 1983.

Surveys the growth and development of Black-owned book publishing in the United States since 1817. Particular attention is paid to the development of Black-book publishing between 1960 and 1974. Literature and documents were examined and executives of Black-book publishing enterprises who were active in that period were interviewed in person, via telephone, or by mail questionnaire. Sixty-six publishers and two printers engaged in Back-book publishing between 1817 and 1981. Black publishers who engaged primarily in publication of sheet music, pamphlets, or pictures were excluded, as were publishing divisions owned or financed by white-owned publishing enterprises. The state of Black-book publishing in 1981 was also explored through observations and comments of representative executives. Several forces outside the Black community were identified as influencing the growth and development of Black-book publishing. Segregation and discrimination practices in the nineteenth century gave birth to Black-book publishing. Additionally, liberal whites aided the founding of institutions which became book publishers. In the first six decades of the twentieth century, again racism led to the founding of Black-book publishing companies, while liberal whites supported this development. In the 1960-1974 period, more positive forces outside the Black community influenced the development of Black-book publishing. White-owned banks, for example, granted loans to all Black religious publishers who applied. The library oriented segment of the major white book reviewing media reviewed books sent them; white philanthropic foundations offered financial support; the Council on Interracial Books for Children proved a positive influence also. However, by 1981, several developments appeared to be having a negative influence on Black-book publishing: the economy, the cuts in federal spending, the high unemployment rate among Blacks, exorbitant interest rates, and the neoconservative attitude of whites towards Blacks. Positive influences are also at work—both within and outside of the Black community. Two trends appear to be developing in the 1980s: 1) a number of publishers are releasing titles only on Black Americana/Africana, and 2) some Black book publishers are attempting to broaden their publishing base and move into the mainstream of book publishing.

Altbach, Philip G., & Rathgeber, Eva-Maria. *Publishing in the Third World: Trend Report and Bibliography*. New York: Praeger, 1980.

Presents an overview of the constraints and problems of publishing in the Third World. Included is a bibliography of 969 items listing relevant materials concerning Third World publishing, including research literature. Books in the Third World frequently have been produced slowly and painstakingly and are beyond the financial means of most of the population. Third World countries have been persuaded to adopt a Western countries model of publishing which may be inappropriate. The dominance of western, multinational publishing houses reinforces the concomitant weaknesses of indigenous publishing enterprises. Competing books from Third World publishers have been driven off the market by western book aid schemes or the provision of books at subsidized prices. The authors note that the literature is not coherent and that there is a limited amount of research. As in industrialized nations, there is much tension and a marked disparity between the viewpoints of the practitioner and the scholar on the relevancy of issues pertinent to publishing.

Wegman, Edward. *International Circulation of Books*. Studies on Books and Reading, No. 3. Paris, France: UNESCO, 1982.

Presents details of the international trade in and distribution of books and the problems related to the flow of books. The position of books in the service of international understanding, international trade in books, including distribution networks and problems, are examined. The influence of the International Book Year, the world trade in books (both exporting and importing), the production of books in both developing and developed countries, and types of books in the world trade are discussed, with appropriate statistics being included. The principal problems in the international book trade are language, transport charges, and quotas and frontier formalities. The results of the Berne and Universal Copyright Conventions were detailed in regard to various aspects of copyright.

Umapathy, K.S. Publishers' devices in Karnataka, India. *International Library Review*, January 1982, *14*, 91-96.

Examines all of the books in the Kannada section of the Mysore University library in India for the publishers' devices which are used by 50% of the contemporary Karnataka publishers. (Publishers' devices as used here are emblematic figures used to identify a publisher.) The publishers' devices in Karnataka are grouped under the following categories: gods, epics and folklore, animals, nature, symbolic, initialisms, geographical, historical, and universities. Examples of each classification are given. Sometimes the devices are indicative of the type of publications as a broad subject area or standards of their content. Most reflect traditions and popular beliefs of people.

Cheikh, Abdelkader Ben. *Book Production and Reading in the Arab World*. Studies on Books and Reading, No. 5. Paris, France: UNESCO, 1982.

Evaluates the present state of book production and reading in 14 Arab countries. Because of diversity among the countries, differences in book production and attitudes towards reading were explained with details being included for the separate nations.

Since 1960 the state has emerged as the principal publisher with the structures varying in accordance with the political, social, and economic objectives of each country. Lebanon and Egypt account for approximately 55% of the more than 600 publishers. The development of political literature, the mass production of textbooks, the increased attention to cultural heritage, and the emergence of children's literature confirm the entry of most Arab countries into the era of industrial book production. The output of books in the Arab countries represents a very small proportion of world production. Book production among these countries is extremely uneven both in number of titles and number of copies published, largely because of a lack of objectives. Religion, history, and social sciences account for 46.5% of all production, this imbalance impeding scientific and technological development. Children's books (especially story books), textbooks, and political publications are recently occupying a predominant place. Lacking are science books, picture books, art books, practical works, and encyclopedias. Illiteracy is a primary cause of the low reading level of Arab families, especially among women. The transformation of public libraries into school study rooms and a breakdown of the book-borrowing public reveal how insecurely rooted the reading habit is. Major obstacles to the development of the reading habit are the illiteracy among the young, under-schooling, dropping out of school, and expulsions. Lack of adequate schools, materials, and libraries foster underdevelopment of reading. Lack of motivation is the major impediment of the development of research.

HASAN, ABUL. *Promoting National Book Strategies in Asia and the Pacific—problems and perspectives.* Studies on Books and Reading, No. 4. Paris, France: UNESCO, 1982.

Evaluates book development in the Asia-Pacific region and suggests measures that might help to improve local book industries to meet the need for endogenous literature in the area. Over 80% of the world's book production is found in approximately 34 industrialized countries which represent only 30% of the world population. The areas of scarcity are Africa, Latin America, Asia except Japan, and the Pacific region excluding Australia and New Zealand. Asia, excluding China, Korea, and the Arab states, produced 18.3% of the world titles in 1978, compared with about 20% in 1955. English continues to be the most used language in these books. Japan is one of the largest book producing countries in the world; the Chinese publications are expanding. Problem areas for Asia and the South Pacific, excluding Australia and New Zealand, include the following: shortage of active writers and translators, writing of textbooks in local languages, copyright protection against piracy, multiple photographing, lack of competent full-time editors, supply of paper at reasonable cost, obsolete equipment and outdated machinery in some countries, wide variety of scripts and typography, cost of production, high purchase price of books, disorganized book distribution procedures, meeting the needs of rural areas, and paucity of funds for library development. A breakthrough in the publication of children's books does not seem likely without government support.

AUGSBURGER, ALBERTO E. *The Latin American Book Market: Problems and Prospects.* Studies on Books and Reading, No. 2. Paris, France: UNESCO, 1981.

Presents data on the changing patterns of the Latin American book market based upon documents produced or published by the Regional Centre for Book Development in Latin America and the Caribbean. An account was given of factors determining the overall situation in the region, such as economic and social development and education. Although illiteracy rates are still very high, especially in rural areas in nine countries, they are gradually falling. The number of readers with better economic and educational background is growing. It was concluded that both the production and their distribution and circulation are unsatisfactory. One of the reasons that it is difficult to identify and overcome weaknesses is the lack of statistics and reliable information. The state is involved in publishing because of the role played by books in education. Throughout Latin America book production falls short of today's requirements, especially children's books. Studies suggest that the audio-visual media take up more of people's leisure time than reading. The failure in developing readership was blamed upon book distribution instead of production.

GUTHRIE, JOHN T. Learning values from textbooks. *Journal of Reading*, March 1983, *26*, 574-576.

Questions the extent to which young people learn new values from materials they read, and how tone in nonfictional content influences the reader's perception. Background knowledge is most important in increasing or reducing comprehension when a person's expectations about a passage are contradicted. Essential ingredients in any reply to the challenges of textbook censors are the manner in which the theme was handled by the author, how the values of learners relate to the theme of the text, and the teaching strategies of educators.

PEARCE, DOUGLAS. *Textbook production in developing countries—some problems of preparation, production and distribution*. Studies on Books and Reading, No. 7. Paris, France: UNESCO, 1982.

Summarizes some of the more important problems encountered in textbook preparation and distribution in less developed countries. In all of these countries there is a need to improve the supply of textbooks. What is needed is an overall book development plan and policy as part of a national development plan. The roles of government and the private sector need to be defined. In some countries schemes to provide books free to students have been abandoned because of economic difficulties or changes in government. Many developing countries have lacked the necessary resources to prepare, produce, and distribute the textbooks they need. Languages have been problems because of the many languages spoken in some countries; the use of a local language often restricts the number of copies of textbooks that can be produced. Although all countries would prefer to have their school textbooks published locally, this has not been possible and has sometimes proved more expensive than having them produced abroad and imported. In some cases government printing facilities have been expanded to enable textbooks to be produced. In many developing countries publishing has been done by multinational firms. Obtaining suitable manuscripts for textbooks is a major problem. There has often been a lack of liaison between curriculum developers and textbook writers. In some countries copyright laws are inadequate. Underlying most of the problems is the lack of funds to do an adequate job.

HEYNEMAN, STEPHEN P.; FARRELL, JOSEPH P.; & SEPULVEDA-STUARDO, MANUEL A. Textbooks and achievement in developing countries: What we know. *Journal of Curriculum Studies*, July-September 1981, *13*, 227-246.

Reviews research concerned with the relationship of textbook ownership and school achievement, including reading, in the developing countries of India, Iran, Chile, Thailand, Uganda, El Salvador, Ecuador, Ghana, Malaysia, and Brazil. In general, positive association was found between textbook possession and academic achievement. Textbook possession seems to have the most important effect upon children of lower socioeconomic status. No apparent connection with geocultural area (Latin America, Asia, Africa, the Middle East) was noted in the strength of the relationship between book ownership and achievement. Suggestions were made concerning how future research on the topic could be improved, largely by the inclusion of other variables, as teacher training, class size, and the like.

OLANLOKUN, S.O. Textbook publishing in Nigeria. *International Library Review*, January 1982, *14*, 83-90.

Describes the publication of textbooks in Nigeria. The British were the pioneers in Nigerian publishing industry, but recently the need for making books relevant to local needs has been recognized. At least half of the textbooks used in the primary and secondary schools are authored by Nigerians; others are written in collaboration with foreigners. Educational books or school texts are produced in greater quantities than other books; this trend is likely to continue for some time until the country's pool of educated citizenry can support general publishing. Selected books published by the different companies and university presses are listed in the report. The problems facing the publishers are gigantic and are enumerated.

POWELL, WALTER W. Whither the local bookstore? *Daedalus*, Winter 1983, *112*, 51-64.

Summarizes the status of book production and distribution in the United States. The hundreds of book publishing firms use a wide variety of marketing channels to reach the book-buying public. Methods of bookselling are changing in a significant manner and will have a pronounced effect on authors and readers. Time pressures, lack of information about publication strategies and about new books, and transaction costs cause the distribution of books intended for a general audience to be ineffective. Changes in bookselling include the growth of large book chains and discount stores and specialization in publication. Catering to specialized interests is one approach being pursued by independent booksellers.

III-18 Censorship and freedom of the press

IMMERWAHR, JOHN, & DOBLE, JOHN. Public attitudes toward freedom of the press. *Public Opinion Quarterly*, Summer 1982, *46*, 177-187.

Presents the results of a study of public attitudes towards the rights and responsibilities of the media. Because of the length of the instrument used, selected questions were administered to samples of 481 and 519 subjects, the samples being weighted according to age, education, and race in line with the most recent U.S. Census Bureau data. The results of the telephone interviews showed that these subjects want and expect the media to provide equal coverage to opposing political candidates and to present both sides of controversial issues. They were willing to permit considerable diversity in the points of view presented in the media. They were opposed to laws permitting direct censorship of the media.

SCOTT, JOHN ANTHONY. Book banning in the high schools, 1975-81. *Social Education*, April 1982, *46*, 257-262.

Reviews cases of the banning of books in high schools in various parts of the United States and examines some of the banned books to determine possible reasons and the groups responsible for their censorship.

BUNDY, MARY LEE, & STAKEM, TERESA. Librarians and intellectual freedom: Are opinions changing? *Wilson Library Bulletin*, April 1982, *56*, 584-589.

Surveys 351 public librarians to determine their attitudes on a range of intellectual freedom issues. Two of the four pages of the questionnaire explored attitudes on intellectual freedom-linked issues, asking subjects to indicate whether they agreed or disagreed with the statements. The remaining pages asked for personal information. A principal finding was that public librarians support the principle of intellectual freedom.

This support breaks down somewhat with regard to some types of literature, and the question of library activism finds them divided. Some types of literature were not approved of by some. They were not fully concerned about libraries in poor communities. Six statements on which there was not general agreement were further analyzed. The sex of the subject did not prove to be a major factor. Differences among the age groups were minor. Race and political and social views appeared to cause some of the differences.

KERR, GEORGE D. Canadian press censorship in WWI. *Journalism Quarterly*, Summer 1982, *59*, 235-239.

Describes the kinds and extent of press censorship in Canada during the First World War. Journalists were subject to a system of censorship which at first was relatively mild but became much more severe as internal tensions threatened the effectiveness of the war effort. Canadians and the press accepted censorship then with a minimum of complaint as a necessary sacrifice for the war effort. Three main areas to which censorship was applied were submarine cables and wireless telegraphs; the mails; and the press. The War Measures Act gave government authorities sweeping powers which they used. When tensions within Canada rose in 1918, the government enacted more repressive measures to keep public opinion fixed firmly on the job of winning the war. Increased vigilance by the post office resulted in 151 newspapers being denied the use of the mails.

III-19 Reaction to printed materials

SHOWER, OLENE G. Sixth graders' perceptions of stereotyped story characters. *Reading Improvement*, Summer 1982, *19*, 117-122.

Ascertains if students who have been exposed to textbook illustrations and stories for five years perceive males and females as sex role stereotypes. This study is a replication of a study conducted by another researcher except for the subjects' ages. Story segments used in the earlier study which included sex role stereotypes and were written in first person were read to the 30 sixth grade subjects, 10 and 11 years old. The rewritten stories were later used with proper names replacing the first person in each story. After hearing each story, the subjects drew and colored two figures, gave them names, and designated their sex. The foils' height (male or female) was greater than that of the protagonist. The colors used did not distinguish between the male and female in any of the four story segments. It was concluded that sixth grade students do not necessarily perceive males and females as sex role stereotypes.

KLEMENZ-BELGARDT, EDITH. American research on response to literature: The empirical studies. *Poetics*, October 1981, *10*, 357-380.

Reviews research on three principal areas of response to literature: articulations of response, expressions of interest, and effects of reading. Empirical studies of response to literature, especially those of the past 15 years, have been linked to research in literature, education, and mass communication. Research methodology, readers' characteristics, and properties of the texts are among the topics reviewed.

PETERSON, ROBERT A.; KOZMETSKY, GEORGE; & CUNNINGHAM, ISABELLA C.M. Perceptions of media bias toward business. *Journalism Quarterly*, Autumn 1982, *59*, 461-464.

Ascertains whether the general public perceives a bias in news coverage and if so, whether the bias is perceived to be predominantly for or against business. Questionnaires regarding attitudes towards business were completed by 1,556 subjects. They also were asked about such personal characteristics as their political affiliation, political and social views, general attitudes towards business and government and selected demographics. Of the nearly 61% who perceived the news media to be biased against buisness, 50.2% perceived the bias to be for business and 44.5% against business.

GARCIA, MARIO R.; CLICK, J.W.; & STEMPEL, III, GUIDO H. Subscribers' reaction to redesign of the St. Cloud Daily Times. *ANPA News Research Report*, September 1981, No. 32, 2-7.

Questions readers of the *St. Cloud Daily Times* in two surveys about changes in the format of the newspaper. The redesign of the paper was based on a simple philosophy: make news easy to find, easy to read, and pleasant to look at. The first survey, conducted on the day the first issue of the redesigned newspaper appeared, obtained immediate reaction of 162 subscribers to 10 specific changes. In this survey 69% thought the newspaper looked better and supported all but three changes. The second survey was conducted three weeks later with 179 persons being interviewed after they had had time to become familiar with the changes. Acceptance of the changes was as high or higher in the second survey as in the first.

ANDERSON, DOUGLAS A. How newspaper editors reacted to *Post*'s Pulitzer Prize hoax. *Journalism Quarterly*, Autumn 1982, *59*, 363-366.

Surveys 107 newspaper editors through a mail questionnaire concerning the "Jimmy World" story appearing in the *Washington Post* and later becoming a Pulitzer Prize hoax. Approximately 87% agreed that the editors of the *Post* were negligent in failing to find verification for the story before it was published. About 85% stated that their newspapers had published staff written articles based upon unnamed sources; three-fourths of the editors said a fabricated story could conceivably be published in their newspapers. Approximately 81% agreed that newspapers generally are more responsible today than they were 10 years ago.

ANDERSON, DOUGLAS A. Handling of controversial "merry-go-round" columns. *Journalism Quarterly*, Summer 1982, 295-298.

Assesses through a mail questionnaire the reaction of editors to a Jack Anderson column in which a top-secret plan to invade Iran militarily was disclosed. A series of five columns on the topic were sent to the United Feature Syndicate for distribution. The study, conducted in the fall of 1980, drew 62 responses (62%). Of these, 55 (89%) published the columns. The main considerations given for the decisions made by the editors were Anderson's credibility and providing the public with important information. About one-fourth of the editors thought Anderson had overextended his government "watchdog" function. Editors alerted their readers to the fact that the columns represented opinions and that the Carter administration had denied the charges.

FEDLER, FRED; COUNTS, TIM; & HIGHTOWER, PAUL. Changes in wording of cutlines fail to reduce photographs' offensiveness. *Journalism Quarterly*, Winter 1982, *59*, 633-637.

Tests whether changes in the wording of cutlines of photographs published in newspapers would have a significant impact upon readers' responses to the content of controversial photographs. The 22 variables which seemed likely to affect responses to controversial photographs were isolated. One photograph illustrating each variable was shown to 83 subjects divided into two groups. There was a difference of one word in the cutlines given to the groups. On a questionnaire attached to each photograph the subjects rated its tastefulness, newsworthiness, offensiveness, and powerfulness on six-point scales. There were no significant differences in the reactions of the subjects who received the different cutlines, indicating that they responded to the photographs themselves and not the cutlines. They were most disturbed by photographs showing human suffering, injuries, and death. Women considered the photographs less tasteful, less likeable, and more offensive than men. Normal media usage did not affect their reactions to the photographs.

SCOTT, BYRON T., & STEMPEL, III, GUIDO H. Assessing reader views on conversion to morning publication. *Newspaper Research Journal*, Spring 1983, *4*(3), 3-8.

Reports a study of the reaction of newspaper readers to a proposed conversion of two small daily afternoon newspaper to morning publication. Both were essentially rural areas and are the only daily newspapers in their counties. Telephone interviews were completed with 241 residents of the Ohio county and 219 residents of the West Virginia county between May 23 and June 8, 1982. The results of these interviews showed that the subjects preferred an afternoon newspaper; three-fourths would be likely to buy the papers if they became morning papers. Of the items that a morning paper would bring sooner, the weather forecast and national and state events had the most appeal.

BYBEE, CARL Moblizing information and reading involvement: An empirical test. *Journalism Quarterly*, Autumn 1982, *59*, 399-405, 413.

Hypothesizes that the presence of mobilizing information (information which allows people to act on preexisting attitudes) in a news story should increase the likelihood of reader responsiveness. The experiment employed a two-factor randomized design constituted by mobilizing information and personalization of lead. The dependent variable was an index of potential involvement. Perceived cost of action, perceived importance, personal responsibility and emotional arousal were measured. In each of the four conditions in the design were 23 subjects, yielding a total of 92 undergraduate subjects. They read one of four news stories concerning the safety of nuclear waste storage on campus and answered the same questions on the stories. Evidence was found for mobilizing information producing reader involvement, but the causal process remained unclear.

PATTERSON, JOYCE. A Q study of attitudes of young adults about science and science news. *Journalism Quarterly*, Autumn 1982, *59*, 406-413.

Explores atttitudes about science among the 18-34 age group and gathers information regarding this group's media habits regarding science. The 67 subjects sorted 35 statements reflecting themes concerning attitudes towards science found in various sources. When the data from the Q-sorting were correlated and factor analyzed, three factors emerged, the first being clearly the strongest of the three. In general, these subjects are strongly supportive of science and its place in the world, all three factors indicating a positive attitude towards scientific achievements, even Factor 2 (the Anxious Dissenter) whose subjects are apprehensive about certain aspects of both science and technology but respect scientific development. Factor 1 subjects (True Believers) believed that science leads the way to a better future while Factor 3 subjects (Seasoned Supporters) accept science as important in the contemporary world but see it as not sufficient alone. These young adults indicated newspapers were their primary source of science news. Factor 2 subjects indicated the highest readership for newspapers. Of all the subjects 54% preferred newspapers as the medium for science news; 57% stated that they usually read a newspaper every day.

III-20 Effects of reading

SABINE, GORDON & PATRICIA. *Books That Made the Difference: What People Told Us.* Hamden, Connecticut: The Shoe String Press, 1983.

Asks 1,382 people in interviews two questions about their reading: What book made the greatest difference in your life? What was that difference? The book includes 200 responses, the names of those who answered the questions, the titles of books which they named, the authors of these books, the subjects' places of residents and their occupations. The responses were varied and demonstrated the influence of reading. Many of the subjects are well known in a variety of kinds of occupations. The reasons for the choices of books were as varied and different as were the subjects themselves. They included such reasons as the start of a career, the courage to surmount obstacles, the acceptance of tragedy, inspiration for life work, the understanding of human behavior, reinforcement of one's ideas, and changing ways of looking at things. All kinds of people made the Bible the most-named book of the study. The book also includes reasons people do not read as determined by reading experts and a plan for librarians to conduct a similar study.

PALUDI, MICHELLE A., & BAUER, WILLIAM D. Goldberg revisited: What's in an author's name. *Sex Roles*, March 1983, *9*, 387-390.

Asks 360 college students (180 male, 180 female) to evaluate an academic article in the fields of politics, psychology of women, or education (judged masculine, feminine, neuter respectively) that was written by a male, female, or a person whose first and middle names were initialized. Twenty subjects of each sex rated one of the 18 possible author/article combinations from highly favorable to highly unfavorable in each of eight areas. The results indicated that the articles were differentially perceived and evaluated according to the name of the author. An article written by a male was evaluated more favorably than if the author was not male. Men rated the masculine and neuter articles more highly than the other two. Subjects' bias against women was stronger when they believed the author with the initialized name was female.

FEDLER, FRED, & COUNTS, TIM. Variations in attribution affect readers' evaluations of stories. *Newspaper Research Journal*, April 1981, *2*(3), 25-34.

Determines the effects of various alterations in attributions in two news stories, one a controversial story and the other a non-controversial one. About 160 college undergraduate subjects in groups of 20 read one of four versions of one of the stories, the only difference in the stories being the attribution. In a questionnaire the subjects rated the fairness, accuracy, significance, and controversiality on five-point scales; indicated the extent to which they agreed with the content; and answered two open-ended questions about who or what was responsible for the fairness or unfairness and the accuracy or inaccuracy of the story. Significant differences were found in the responses to the two stories, suggesting that the effects of attribution vary according to the type of story. For the noncontroversial story changes in the attribution had no significant effect upon the readers' assessment of it. The subjects considered the controversial story less fair, less accurate, less significant, and less controversial when it quoted the unidentified and the identified sources apparently because they considered the story one-sided. They were better impressed when no source was given or when two opposing sources were identified.

FEDLER, FRED; COUNTS, TIM; & STEPHENS, LOWNDES F. Newspaper endorsements and voter behavior in the 1980 presidential election. *Newspaper Research Journal*, Fall 1982, *4*(1), 3-11.

Examines the relationships of political endorsements of candidates by newspapers under varying circumstances. Election returns for 1980 from 96 cities and endorsements from 179 daily newspapers were obtained. Compared to the national average, daily newspapers in the nation's largest cities were almost twice as likely to endorse the Democratic candidate; voters in these cities also favored the Democratic candidate. When endorsements were given by the only newspaper or by one of the two newspapers in a city, the citizens supported the endorsed candidate. When there were two or more newspapers not supporting the same candidate, the citizens did not vote for the person endorsed by the largest newspaper. In general, candidates supported by all city newspapers fared better than those in other cities where endorsements were divided.

DAYHOFF, SIGNE A. Sexist language and person perception: Evaluation of candidates from newspaper articles. *Sex Roles*, April 1983, *9*, 527-539.

Assesses the use of sexist language upon the evaluation and perception of candidates for office. The 629 college undergraduate subjects read simulated newspaper articles and rated stimulus candidates for office. Variables of degree of linguistic sexism, stimulus person sex, gender appropriateness of elective office, and subject sex were manipulated in a 2 x 2 x 3 x 2 factorial design. A significant three-way evaluation interaction showed that linguistic sexism caused women to be negatively evaluated when seeking a "masculine" or "neurtral" office. Candidates seeking "masculine" offices were perceived as more "masculine," and candidates for the "feminine" offices were more "feminine."

SHOEMAKER, PAMELA J. The perceived legitimacy of deviant political groups: Two experiments on media effects. *Communcation Research*, April 1982, *9*, 249-286.

Studies media effects on the legitimacy of political groups in two experiments. The first experiment was a pilot study designed to explicate legitimacy by factor analysis. The second experiment was designed to validate the foregoing factor analysis and to test the hypothesis that a deviant group will be perceived as being less legitimate if the media ridicule it and treat it as eccentric (negatively) than if the media treat it seriously and fairly (positively). The subjects in the first study were 82 journalism students; in the second, 178 college business and journalism students. They read either positive or negative articles about splinter parties and completed a questionnaire. The factor analysis of 20 measures yielded four factors: evaluation, legality, viability, stability. The results yielded some supporting evidence for the major hypothesis.

HOLMLÖV, P.G. Motivation for reading different content domains. *Communication Research*, April 1982, *9*, 314-320.

Correlates knowledge on municipal affairs gained from newspaper reading with purposes of immediate rewards (pleasure seeking and the like) and delayed rewards (as cognitive reasoning). A convenience sample of 101 adults read easy descriptions of 40 topics that municipal boards had dealt with. They checked 20 topics as "good (or not good) to read about" and 20 topics as "interesting (or not interesting) to read about." Half of all topics had previously been published in the two local newspapers. They also completed a form on background data, readership, and knowledge of municipal politics. The results indicated that the amount of reading does not covary with knowledge of city affairs, but the reasons people read their local papers matter. If subjects read to learn about municipal affairs, they become more knowledgeable; if they read for fun, they do not learn.

CARLILE, FRANKLIN, & LEONARD, HOWARD. Caveat: Venditor! *Journal of Advertising Research*, August/September 1982, *22*(4), 11-22.

Studies the effects of commercial advertising on readers. In person-to-person interviews 4,010 adults in 1976 and 1977 evaluated and discussed their uses of various types of mass media. They ranked four media (television, radio, newspapers, magazines) as sources of entertainment, education, advertising information about services and products; media in terms of truthful advertising. They compared and evaluated information provided by the media and business and labor leaders in regard to detecting deceptive information, discussed their reasons for media attempts to deceive the public, and recalled useful, deceptive, and personally objectionable ads. Findings in regard to each of the foregoing variables are discussed.

SOLEY, LAWRENCE C. Predicting display ad readership. *Newspaper Research Journal*, July 1982, *3*(4), 6-14.

Determines the effect of section placement and ad size on men's and women's readership of newspaper display advertisements. Ad readership was determined for 312 Starch-scored display advertisements found in the front, sports, or women's pages from 12 different daily newspapers. A minimum of 100 male and female readers of each newspaper were surveyed to obtain Starch readership scores. Each subject indicated which ads had attracted his/her attention when the newspaper was read. The results of regression analysis showed that male ad readership is highest in the front and sports section; female readership, in the women's and front sections. Women read more newspaper ads than men. People pay more attention to larger ads but small space buyers realize greater proportional returns.

WOODSIDE, ARCH G., & RONKAINEN, ILKKA A. Travel advertising: newspapers versus magazines. *Journal of Advertising Research*, June/July 1982, *22*(3), 39-43.

Investigates the effectiveness of a North Carolina tourist promotional advertising program in newspapers and magazines. The same advertisement emphasizing the availability of free information was placed in 17 metropolitan newspapers (black-and-white), 11 Sunday supplements (color), and in 58 magazines (black-and-white and color). A total of 114,454 inquiries was received. A sample of inquirers for each category of publication received a travel study questionnaire, which included questions concerning traveling in North Carolina. The black-and-white newspaper advertisements had the highest conversion rate of inquirers into visitors (61%) while color advertisements in magazines had the lowest (43%). Newspapers outperformed magazines for both black-and-white and color advertisements.

WRIGHT, P.; CREIGHTON, P.; & THRELFALL, S.M. Some factors determining when instructions will be read.3 *Ergonomics*, March 1982, *25*, 225-237.

Examines the relationship between how subjects thought various instructions should be read and characteristics of the product, the age of the consumer, and the consumer's attitude of the product. A list of 60 products, including three categories of electrical items and three non-electrical products, was evaluated by 44 subjects, ranging in age from under 30 to over 50. They selected one of six ways instructions for the foregoing products should be read and indicated their familiarity with the products, its safety, simplicity, and cheapness. The subjects' assumptions about the simplicity of the operation of the product strongly determined whether the instructions should be read. The age of the consumer and attitudes concerning familiarity, safety, and cheapness of the product did not correlate with claims about reading instructions, but people claimed to be less likely to read the instructions of products used frequently.

ROTFELD, HERBERT J.; REID, LEONARD N.; & WILCOX, GARY. Effect of age of models in print ads on evaluation of product and sponsor. *Journalism Quarterly*, Autumn 1982, *59*, 374-381.

Focuses on how 240 housewives, ages between 35 and 45, responded to print advertisements for youth-oriented versus elderly-oriented products that feature a young, middle-age, and elderly model. A youth-oriented product a(toothpaste) and an elderly-oriented product (tooth polish) were each shown with a 20-, 40-, and mid-60-year old model in ads designed for this study. The subjects were selected in shopping locations. Their reactions to five ads, four being bogus ones, were recorded on a set of semantic differential scales. Each measure was analyzed separately to determine if model age affected consumer response to ads for different age-oriented products. The results of three ANOVAs showed that the highest evaluations were for the ad for the elderly-oriented product featuring the elderly model and the one for the youth-oriented product featuring the young model. The evaluations of the middle-age models, irrespective of product type, were not significantly different from the young and elderly models.

Madden, Thomas J., & Weinberger, Marc G. The effects of humor on attention in magazine advertising. *Journal of Advertising*, Summer 1982, *11*(3), 8-14.

Studies the attention getting performance of humorous magazine advertising as affected by gender and racial characteristics. A final sample of 51 unduplicated liquor ads from 12 magazines were classified by six judges into three categories of humor: sex, aggression, or nonsense. All fell into the nonsense category. Ads were also scored into three recall categories: Noted, Seen-Associated, or Read-Most. Ad scores for the 148 ads (includes duplicate ads) were compared against a benchmark set of recall scores. For each recall category, humorous ads outperformed the norms. Scores for predominantly male adudience magazines tended to be greater than scores from predominantly female audience magazines. However, humorous ads from *Ebony*, a predominantly black audience magazine, tended to be consistently lower than the norms.

III-21 Persuasion resulting from reading

Gafke, Roger A., & Leuthold, David A. Why some editorial endorsements are more persuasive than others. *ANPA News Research Report*, October 27, 1982, No. 37, 5-9.

Uses a model from persuasion theory to examine editorial endorsements in the 1976 presidential election and in 13 local contests. The data were derived from the 1976 national presidential election survey conducted by the Center for Political Studies at the University of Michigan in which interviews were conducted with a national probability sample of 1,909 subjects, before and after the election. Data were also drawn from local elections. It was found that among voters who had already made up their minds, a contradictory endorsement may have reinforced their decisions; that endorsements in lesser office and ballot issues races are more persuasive than endorsements in major races; that many voters are unaware of newspaper endorsements; that as respect for a newspaper's editorial integrity increases, so does the percentage of people voting in the recommended direction; and that the presence of conflicting or reinforcing endorsements from other sources affects the persuasiveness of editorial endorsements.

III-22 Attitude and opinion change

Weimann, Gabriel. The theater of terror: Effects of press coverage. *Journal of Communication*, Winter 1983, *33*(1), 38-45.

Questions whether media coverage of terrorist events causes a change of the terrorist image. The 80 undergraduate subjects from the University of Haifa completed a seven Likert scale concerning their general attitude towards terrorism. They were paired on the results and randomly assigned to experimental or control groups. Evaluative attitudes were compared for both groups before and after exposure to press clippings describing two terrorist events. For the second event the controls became the experimental group. In both cases exposure to press coverage tended to enhance slightly the evaluations of the terrorists. The results of the use of correlation procedures showed that the amount of change in attitudes was correlated with the level of general objection to terrorism.

III-23 Research techniques

KARETZKY, STEPHEN. *Reading Research and Librarianship: A History and Analysis.* Contributions in Librarianship and Information Science, Number 36. Westport, Connecticut: Greenwood Press, 1982.

Traces the development of the scientific research on the sociological aspects of reading as done by the library profession. Special emphasis is given to research conducted during the decade of the 1930s, although work done from 1900 to 1939 is cited and discussed. Attention is directed to the research of Waples and Wilson, in particular, with the former receiving the most attention. While the preponderance of the research cited is from the United States, one section of the book is devoted to European and British research. The study explores the relationship between the production, dissemination, and effects of the ideas and investigations of the movement and the various forces (intellectual, educational, social, economic) within American librarianship, other professions and disciplines, society at large, and foreign countries. The research treated in the book was that dealing with adult readers, their motivation, their interests and habits, the sources and contents of their reading material, and the effects of reading upon society and individuals. The author notes the shortcomings of the research as well as its impact on librarianship and social science. It is noted also that many of the goals of the research movement are still valid and the questions raised are still largely unanswered. It is suggested that the research needed should emphasize the qualitative approach and the case study with in-depth research on individuals and specific groups rather than a broad representation of the public.

RYAN, MICHAEL. Evaluating scholarly manuscripts in journalism and communications. *Journalism Quarterly*, Summer 1982, *59*, 273-285.

Assesses attitudes of referees who judge manuscripts for journals and non-referees towards procedures used in evaluating manuscripts and toward criteria used to judge manuscripts. Subjects were asked to indicate on a five-point scale from strongly agree to strongly disagree how they felt about 50 items classified under four headings: administrative practices of journals; responsibilities of journal referees; special problems that frequently arise in the reviewing process. They also stated which were the most important problems. A total of 163 referees and nonreferees responded to the criteria questionnaire; 155, to the procedures questionnaire. Among the numerous findings are the following: Names of authors and their institutions should be omitted. Referees should provide suggestions for improving manuscripts, should evaluate manuscripts as quickly as possible; and should understand that their decisions can have important implications for the authors. Both groups tended to agree about general procedures that should be established for manuscript evaluation and about specific criteria that should be used. Some elements of the general criteria are considered to be more critical than others. Many other findings should be useful to researchers in any area.

STEVENSON, ROBERT L., & COLE, RICHARD R. Some thoughts on the future of content analysis. *Gazette*, 1982, *30*, 167-176.

Criticizes content analysis as a research procedure. The writers considered the lack of good theory and conceptual definitions to be the biggest drawback to content analysis. They pointed out that about the same results are obtained regardless of the type of sample, unit of analysis, or type of category used. It was suggested that the scholar's perspective may interfere with understanding how readers, listeners, and viewers respond to what they read, hear, and see. Micro-computers can free researchers from the tiresome chores that seem to have kept their attention from theoretical issues and empirical testing.

WIMMER, ROGER D., & REID, LEONARD N. Researchers' response to replication requests. *Journalism Quarterly*, Summer 1982, *59*, 317-319.

Seeks to learn how many communication researchers are willing or able to respond to replication requests. Six leading communication journals were searched for data-based research articles which were then divided according to universities, colleges, businesses, and other research organizations represented by the authors. One item was selected randomly from each of these groups, providing a total sample of 115 articles from the original list of 428. To maintain anonymity, the name of a graduate student was used as the person interested in the information. The 115 authors were sent letters inquiring if the authors had available raw data and stating an interest in the replication of their study. From the 115 researchers, 77 (66.95%) responded with 55 (47.82%) stating that the raw data were available and 22 (19.13%) said they were unavailable. The remaining 38 (33.04%) failed to respond to the letter.

BOEHM, VIRGINIA R. Are we validating more but publishing less? (The impact of governmental regulation on published validation research—an exploratory investigation). *Personnel Psychology*, Spring 1982, *35*, 175-187.

Examines criterion-related validity studies published in the *Journal of Applied Psychology* and *Personnel Psychology* between 1960 and 1979 to determine changes that have occurred in this type of research. A total of 176 articles met the criteria for inclusion in the study. They were summarized and aggregated into three time periods, according to the growth of governmental regulations concerning employment selection. The major changes found in the published research are a decline in the volume of reported validation research, an increase in the average sample size, a decline in the proportion of studies using supervisory rating criteria, a de-emphasis of aptitude tests as predictors, and a tendency towards greater use of predictive research designs. No significant changes were found in the magnitude of reported validity coefficients nor in the types of occupations investigated. These changes are interpreted in terms of increasing governmental intervention in employment selection during the last 20 years.

LESTER, NANCY B. A system for analyzing characters' values in literary texts. *Research in the Teaching of English*, December 1982, *16*, 321-338.

Develops and applies a system for determining the personal values and value systems of characters in and narrators of literary texts. Research methods in the social sciences on values analysis were combined with selected applied linguistic and stylistic analyses. This system was applied to seven short stories, written by different authors. Five steps were followed: identification of explicit and implicit values; determination of the linguistic structures embodying values; determination of implicit relationships among values; construction of Value Profiles for each character and/or narrator analyzed; interpretation of the value systems for each character and narrator. Four adults responded in writing to each of the seven stories analyzed; these responses were compared to the results of the value analyses.

STEEVES, H. LESLIE, & BOSTIAN, LLOYD R. A comparison of cooperation levels of diary and questionnaire respondents. *Journalism Quarterly*, Winter 1982, *59*, 610-616.

Investigates the characteristics of employed women who completed a diary of activities and a questionnaire and those who completed a questionnaire only. After being identified as employed, women were asked if they would keep a diary of their activities every half hour for a week and complete a questionnaire. If they did not agree, they were asked if they would complete a questionnaire only. The 378 diary-questionnaire subjects differed significantly from the 110 questionnaire-only subjects in several characteristics. They differed in education and related measures, in sources of income and types of work, in family and interpersonal contacts, and in political behavior. Subjects willing to keep diaries were better educated, less interested in television, and more independent in political preference than the questionnaire-only subjects.

PARKER, ELLIOTT S. Correlations between items and space across languages. *Journalism Quarterly*, Spring 1983, *60*, 144-146.

Investigates the relation between counting newspaper items and measuring space for languages other than English. Nine radically different Malaysian newspapers were analyzed. Each item concerning an upcoming election published between August 8 and 24 was recorded in square inches. A variation of Budd's attention score was used to obtain an aggregate figure, combining size, headline style, placement, and art inclusion. The 4,394 items were coded into subject categories. The percentage of space devoted to each category was compared to the percentage of items in that category. No paper had a coefficient of correlation less than .95 (Pearson Product). The high correlations show that counting the number of items yields similar results to space measurement, not only in English but also in script-, character-, and other alphabetic-based languages.

MATTISON, MARK. Techniques for developing newspaper audiences. *Journal of Advertising Research*, April/May 1982, *22*(2), 11-14.

Examines the results of a test of two prevalent techniques used by research firms to measure accumulating newspaper audiences over a number of days. The first utilizes a single interview in which the subject is asked about his reading of the paper each day of the past week. The second involves two separate interviews with the same subject and getting "read yesterday" measurements from two points in time. The beta binomial procedure is then used to project readers for successive ad insertions. The two procedures were tested with 630 interviews with Macon *Telegraph* readers and 300 Macon *News* readers. The results confirmed the suggestion that the two-interview technique with beta provides higher turnover rates and larger accumulated audiences than the single interview, the latter being influenced by memory loss and complicates projection of audiences beyond five issues.

MEYER, PHILIP. Psychographics made simple. *ANPA News Research Report*, June 18, 1982, No. 34, 2-6.

Presents a relatively simple way to use factor analysis as a tool for classifying people. A single reader stereotype is not sufficient, but it is not possible to remember a mental image of all newspaper audience segments. It was determined that a simple method should be objective enough to be replicable for comparisons across time and markets, should have definitions that are intuitively sensible, and should discriminate between readers of different newspapers. The procedure used was one of shortening the number of questions asked of subjects and of isolating the variables with the strongest association with each of five factors found in a preliminary investigation. When the shortened list was factor analyzed, the same factors were produced as when the longer list was analyzed. Reader types were identified, and the procedure was replicated in other parts of the study.

IV. Physiology and psychology of reading

IV-1 Physiology of reading

GETZ, DONALD J., & MCGRAW, LORA. Phorias & readings. *Journal of Optometric Vision Development*, September 1980, *11*(3), 21-25.

Compares the degree of exophoria and esophoria at near point of 260 children with both reading and visual problems and a control group of 200 good readers. The experimental group consisted of children between the ages of 5 and 18 who had received some vision theraphy. The presence of a reading disability was determined by parental and teacher reports. The control group consisted of school aged children classified as being in the top one-third of their class in reading ability. Near point phorias were measured. Twenty-three percent of the experimental group demonstrated six prism diopters or more of exophoria, and 8.5% of the controls demonstrated this degree of exophoria. Concludes that better methods of screening binocular vision are necessary, as the present methods were able to detect only 23% of the disabled readers.

NEVILLE, HELEN J.; KUTAS, MARTA; & SCHMIDT, ALBERT. Event-related potential studies of cerebral specialization during reading. I. Studies of normal adults. *Brain and Language*, July 1982, *16*, 300-315.

Designs a paradigm to maximize the likelihood of finding reliable event-related potential (ERP) signs of functional specializations between and within the cerebral hemispheres. Subjects were 10 right-handed adults presented with 60 high-frequency four-letter nouns. Half of the words were presented unilaterally once to the lift visual field and once to the right visual field. The remaining words were paired with a different word and were presented bilaterally with each word occurring once in each field. Scalp electrical activity was recorded. All subjects were more accurate in identifying words in the right visual field than in the left visual field. The morphology of the ERPs elicited by these words varied considerably as a function of electrode position both within and between hemispheres. Amplitude asymetries of ERP components recorded from occipital regions of the two hemispheres varied systematically with the position of the word in the visual field. ERPs from more anterior (temporal and frontal) regions displayed large asymetries which were in the same direction regardless of the visual field of word presentation. The results demonstrated that in the paradigm used which demanded specialized language processing, ERPs are sensitive to aspects of cerebral organization both within and between the two hemispheres.

TANKLE, REVA, & HEILMAN, KENNETH M. Mirror-reading in the right- and left-handers. *Brain and Language*, September 1982, *17*, 124-132.

Explores, in two experiments, the ability of normal right- and left-handed individuals to mirror read. Subjects for Experiment 1 were 24 right-handed and 24 left-handed undergraduates. Handedness was determined by the preferred writing hand. Subjects were shown, via tachistoscope, concrete nouns containing 3, 4, 5, or 6 letters and presented in four ways: normal print, normal script, mirror print, and mirror script. Reaction times to identification and error scores were analyzed. Error analysis was performed on the mirror script words only as there were so few errors in the other conditions. No significant sex differences were found. Left-handed subjects made significantly fewer errors than right-handed subjects. While the normal print and normal script conditions showed no differences between the two groups in reaction time, left-handed individuals had shorter reaction times than did right-handed students in the two mirror-image conditions. For Experiment 2, subjects were 12 right- and 12 left-handed undergraduates, half male and half female within each group. Stimuli were three-letter common words in mirror print and mirror script presented tachistoscopically in either the right or left visual field. Again, reaction time and error data were analyzed. Reaction times to mirror print words were significantly shorter in the left visual field than in the right visual field, and no differences were found between groups. In the right visual field, the performance of left-handed subjects was superior to that of right-handed subjects.

BRYDEN, M.P. *Laterality: Functional Asymmetry in the Intact Brain.* New York: Academic Press, 1982.

Reviews, in one chapter, the evidence from a variety of studies comparing groups that differ in some language-related ability and postulating that this provides evidence for differences in cerebral organization. Included in the review are studies linking specific developmental dyslexia to poor cerebral lateralization. The author argues that previous studies frequently have confounded specific developmental dyslexia with general intellectual impairment, while other studies have been concerned with poor readers of normal intelligence. With this caveat in mind, the author then presents findings from studies in reading and dichotic listening, visual laterality, handedness, and somatosensory laterality. It is noted that while the research suggests some relation between diffuse cortical representation and deficits in reading, the relation has not been demonstrated to be sufficiently strong to be diagnostic or predictive. It is concluded that bilateral functional representation is not simply a lag in the normal maturation of cerebral asymmetries, but may be acquired through lack of appropriate experience. The research also hints that bilateral functional representation may be genetically determined.

IV-2 Sex differences

KEENAN, DONNA, & SMITH, MICHAEL. Sex discrimination and cerebral bias: Implications for the reading curriculum. *Reading Improvement*, Spring 1983, *20*, 50-53.

Raises some questions about the suggested reasons behind sex differences in reading achievement. Selected research is cited to substantiate the superiority of girls in verbal skills and the superiority of boys on visual-perceptual tasks. The authors then point to new evidence in the area of hemispheric brain functioning and state that the elementary school curriculum appears to be biased toward left brain cognitive behavior. They then argue that this bias favors female students.

ASHTON, ELEANOR. Measures of play behavior: The influence of sex-role stereotyped children's books. *Sex Roles*, January 1983, *9*, 43-47.

Analyzes the short term main effect and interaction in the variance of posttest time scores on toy manipulation and visual regard by sex and book type and on the difference between pretest and posttest time scores when exposed to nonstereotypic pictures or stereotypic picture book. Thirty-two middle class Caucasian children 2.7 to 5.4 years old equally sex matched as subjects in this study were enrolled in two nursery school classes at a university laboratory school. Each child was taken to a separate room, connected by a corridor to the adjoining nursery classrooms. There a doll and a china set (female), a truck and gun (male), and a ball and a peg board (neutral toys) were randomly arranged on a low table. Behavior of each child playing at will was televised and recorded and videotaped via an observation mirror. Then a picture book presenting a character of subject's sex at play with either a sex-role stereotypic or nonstereotypic toy was read individually to the child. After this, the child's behavior at play for two minutes with the experimental toys was recorded again. Individual's visual regard and manipulation of each toy was determined from the researcher's analysis of the entire pre- and post-play sessions. A blind analysis of a randomly selected (20%) portion of the tapes was used to judge interrater agreement. There were no significant differences on comparison of all pretest time scores (F to stereotypic book, F to nonstereotypic book), (M to stereotypic book, M to nonstereotypic book). Posttest scores and difference scores (post-pre) were subjected to the same analysis of variance. Significant interaction effects for subject sex by book type for female toy manipulation (p <.003), and for male toy manipulation (p <.01) were revealed but no main effects were indicated. The same pattern was found for visual regard and level of significance for female toys (p <.007), male toys (p <.03). Females who read the stereotypic book, increased their mean manipulation score for female stereotypic and decreased their score on male stereotypic toys.

BURLEY, JOANNE E. Self-assessment of study skills by secondary and post secondary students. *Reading Improvement*, Summer 1982, *19*, 104-110.

Administers the *Informal Student Self-Assessment Checklist* to a random sample of 209 high school students and college freshmen and compares the two groups on the results. The instrument consists of 46 items grouped into five sections, all dealing with study skills and related areas. Using chi-square tests, it was found that college freshmen perceived themselves as more competent than high school students on three of the five sections of the test; competence in course selection, competence in class participation, and competence in test-taking skills. No differences were found between the two groups in responses to competence in study skills and competence in class preparation. Female students at grades 11, 12, and college freshmen level perceived themselves as more competent than male students on four of five sections of the checklist.

IDOL-MAESTAS, LORNA. Oral language responses of children with reading difficulties. *The Journal of Special Education*, Fall 1980, *14*, 385-404.

Examines the content of oral language samples drawn from groups of reading-disabled and normally achieving children by comparing performances in terms of acquisition of grammar, syntax, word-type variability, sentence length, and reading response to questions. Population data included children in grades 2, 4, and 6. The differences in language development were examined by: 1) an analysis of the ability to spontaneously use grammatical and syntactical rules of English; 2) a comparison of the total number of words used compared with the number of different words; 3) an analysis of the relative proportion of use of various parts of speech; 4) an analysis of the average length of utterances; and 5) the number of verbal prompts necessary to evoke an oral response. A significant multivariate difference was detected between the oral language performances of 44 children labelled reading-disabled and 59 described as being free from reading disorders. Considered were the possible effects of sex, grade level, ethnicity, nonverbal problem-solving ability (*Raven Progressive Matrices*), and socioeconomic status. Sex was revealed to be a significant factor: females scored higher on morphological and grammatical/syntactical measures; males used more different words.

LEMON, LEONORA. Specific reading disability—the difference between the sexes. In Sister Marian Walsh (Compiler) *Proceedings of the Fifth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1980, 19-31.

Administers a battery of tests to children with specific reading disabilities and to normal readers and studies the question of sex differences in the development of the functions examined. A total of 24 boys and 24 girls, aged 7½-8½, were tested. Children with specific reading disability were at least 15 months retarded on the *Schonell Graded Word Reading Test* and had reading quotients below .85. On the Schonell, good readers had a mean reading age of 9.08; poor readers, a mean reading age of 6.29. No significant differences between boys and girls were found. Tests were given to assess development of cerebral dominance and general neurological development in the following areas: general motor development and form perception, handedness and lateral preferences, sensorimotor right-left discrimination and finger differentiation, and auditory perception. A dichotic listening test was also used to assess the degree of development of right earedness.

Good and average readers were significantly superior to the disabilities group on all measures. In the areas of auditory discrimination and speech and somewhat in the area of motor impairment, boys' performance was inferior to girls'. Boys were not inferior in language fluency or in left brainedness as determined by the dichotic test. The author explains the differences between boys and girls with specific reading disabilities primarily as a function of a maturational lag.

CRESWELL, JOHN L. Sex-related differences in the problem-solving abilities of rural Black, Anglo, and Chicano adolescents. *Texas Tech Journal of Education*, Winter 1983, *10*, 29-33.

Investigates sex-related differences in three ethnic groups of adolescents. Subjects were 316 adolescents: 69 black females, 64 black males, 21 Chicano females, 24 Chicano males, 73 white females, and 65 white males from a rural school district. These subjects had been administered the *California Achievement Test* (CAT) and the composite reading as well as the mathematics computation and problem solving scores were analyzed. To secure student perception of attitude toward mathematics of self and parents toward mathematics, the *Aiken and Dreger Revised Math Attitude Scale* was administered along with four scales to assess other attitudinal dimensions toward math. Mathematics problem solving was analyzed as a function of 10 independent variables with reading and math computations as control variables. Stepwise multiple regression analysis was employed; the effects of reading and computation were removed. No significant sex or ethnic differences in problem solving were revealed when the effects of reading and computation were removed. Reading accounted for 49.5% of the variance in problem solving.

IV-3 Intellectual abilities and reading

ROBECK, CAROL P. An investigation of the relationship between concrete operational thought and reading achievement. *Reading World*, October 1981, *21*, 2-13.

Investigates the relationship between performances on five Piagetian tasks and scores on *The Pupil Placement Test*, an informal reading inventory. Tests were administered to 35 grade one, 35 grade two, and 31 grade three children. For the reading inventory, an instructional level was established for oral comprehension, silent comprehension, and word recognition. Correlation coefficients between reading scores and Piagetian tasks tended to be small, and none of the tasks correlated significantly with all three reading measures across all three grade levels. The highest coefficients obtained were between the Conservation of Liquid Task and the three reading measures at grade one. All of these were .68. Other coefficients ranged from -.004 to .47.

MISHRA, SHITALA P. Relationship of WISC-R factor scores to academic achievement and classroom behaviors of Native American Navajos. *Measurement and Evaluation in Guidance*, April 1981, *14*, 26-30.

Administers the WISC-R to 68 fourth- and fifth-grade Navajo pupils and examines predictive validity and diagnostic utility of the factor scores for academic achievement. In addition to the WISC-R, the Arithmetic, Spelling, and Reading sections of the *Wide Range Achievement Test* (WRAT) were given; also a 40-item *Behavioral Rating Scale* (BRS) was filled in by teachers. Three factor scores on the WISC-R were computed: Verbal Comprehension (VC), Perceptual Organization (PO), and Freedom from Distractibility (FD). Correlation coefficients were determined among the three factor scores, three WISC-R IQs, WRAT scores, and BRS scores. Coefficients among

WISC-R factor and IQ scores ranged from .03 between FD and WRAT Reading to .26 between VC and Reading. The three WISC-R factor scores were better predictors of classroom behaviors (BRS) than the IQ scales.

ROBERGE, JAMES J., & CRAVEN, PATRICIA A. Developmental relationships between reading comprehension and deductive reasoning. *The Journal of General Psychology*, July 1982, *107*, 99-105.

Notes developmental patterns in deductive reasoning abilities and examines the relationship between reading comprehension scores and scores on a deductive reasoning test. Participants were 180 children at each of grade levels 5, 6, 7, and 8. Pupils were classified into three reading ability levels (high, average, low) on the basis of the Comprehension score on the *Gates-MacGinitie Reading Tests*. A 16-item deductive reasoning test was also administered. Developmental gains in conditional reasoning occurred only in the high reading comprehension group. Although valid principles were easier than invalid principles at grade five, the reverse was true at grade seven. All four principles assessed on the reasoning test were equally difficult at grades six and eight.

BARCLAY, ALLAN, & ALLEN, JOHN. Effect of Head Start programs on the factor structure of mental ability. *Psychological Reports*, 1982, *51*, 512-514.

Examines the factor structure of mental ability as measured by eight subtests on the *Iowa Test of Basic Skills*, on two comparable groups who differed in Head Start experience. The experimental group was composed of 80 third grade children who had attended a one year Head Start program five years earlier and had been in the same school for three years, had been promoted each year, and were black. The control group lacked the Head Start experience of the experimental group but the other descriptors above were the same, and the groups did not differ on Lorge-Thorndike Verbal or Nonverbal IQs, nor on any of the *Iowa Test of Basic Skills* subtest scores. Scale-by-scale intercorrelational matrices were submitted to principal components factor extraction. Three factors were retained and rotated according to varimax criteria—I, Verbal; II, Numerical; III, Mechanics of Language. The factor coefficients 1.00, .88, and .93 respectively were statistically significant thus displaying the invariance of these factors in academic achievement despite the difference in Head Start experience. The authors indicate methodological limitations in this report, the assumption that the two groups did not differ in cognitive structure at the time of enrollment in Head Start, and the "restricted range" of ability of pupils, all of whom had been promoted each year.

IV-4 Modes of learning

BUTTER, ELIOT J.; KENNEDY, CYNTHIA B.; & SHOEMAKER-KELLY, KAREN E. Prediction of third grade reading ability as a function of performance on visual, auditory and visual-auditory cognitive style tasks. *The Alberta Journal of Educational Research*, December 1982, *28*, 347-359.

Investigates the relationship between cognitive style and reading performance in 102 grade three children. Instruments administered were the Comprehension and Vocabulary subtests of the *California Achievement Test* (CAT), Level 2; the *Matching Familiar Figures Sequential Presentation Task* (MFF-SPT); the *Auditory Impulsivity Task* (AIT); and a visual-auditory matching (V-A) task, a cross-modal match-to-sample task. A canonical correlation coefficient of .51 was found between MFF-SPT, AIT, and V-A error and latency scores and CAT measures. With all six cognitive style measures entered into a regression analysis as predictors for CAT Comprehension, $R^2 = .208$ ($p < .01$). Stepwise multiple regression analysis revealed AIT errors followed by MFF errors ($R^2 = .174$) as the most powerful predictors. With CAT Vocabulary as the criterion, the six cognitive style task measures gave $R^2 = .224$ ($p < .01$); with V-A error entered first, AIT latency second, and AIT error third, $R^2 = .187$ ($p = .001$). Cognitive style in the auditory modality was found to be a significant predictor of reading ability with the effects of other cognitive tasks partialled out.

HARBER, JEAN R. Perceptual and perceptual-motor test scores are not a clue to reading achievement in second graders. *Reading Horizons*, Spring 1982, *22*, 207-210.

Compares the visual perceptual and perceptual-motor abilities of second grade readers who were above average, average, or below average. Reading ability was measured with the *Peabody Individual Achievement Test*, visual perceptual ability with the *Motor Free Visual Perceptual Test*, and perceptual-motor ability was measured with the *Developmental Test of Visual-Motor Integration*. The below average readers scored significantly lower than the above average readers on both perceptual tests. The author concludes, however, that these statistical differences are unlikely to be educationally significant.

HANSON, VICKI L. Processing of written and spoken words: Evidence for common coding. *Memory & Cognition*, January 1981, *9*, 93-100.

Examines common processing of written and spoken words for three different coding systems: semantic, phonological, and physical. Stimuli were 12 words from each of six common categories. Half the words contained the target phonemes /s/ and /z/ and half did not. Subjects' task required a two-choice response. On each trial there was a simultaneous presentation of two words: one visual and one auditory. Subjects were instructed to attend to one modality and to make response on the basis of the word presented in that modality. In the semantic task, the decision was whether or not the 24 attended items of a block of trials belonged to a specific category. In the phonological task, the targets were the two phonemes /s/ and /z/. Trial types varied as to whether a target phoneme was present in the attended and/or the unattended modality. For the physical trial types, visual stimuli varied so that words appeared in either capitals or lowercase letters and the decision in the visual modality was whether a word was presented in capitals or lowercase; in the auditory attend condition, subjects were asked whether the word they heard was spoken in a male or female voice. Participants were 12 paid volunteers from a university subject pool. Words presented in the unattended modality which were related to words in the attended modality facilitated responding in the semantic and phonological tasks, but had no facilitatory effect in the physical task. Decisions in the physical task were based on modality-specific codes operating prior to the convergence of information from the two modalities.

KERR, NANCY H.; BUTLER, STEPHEN F.; MAYKUTH, PATRICIA L.; & DELIS, DEAN. The effects of thematic context and presentation mode on memory for sentence voice. *Journal of Psycholinguistic Research*, May 1982, *11*, 247-264.

Reports two studies designed to assess the effect of the textual function of voice (active or passive) on memory for sentence form. Subjects were 52 and 96 undergraduates, respectively. In the first experiment, subjects listened to one of four versions of each of four paragraphs and then were to recall them. Sentences were recalled predominantly in the active voice regardless of voice or thematic focus in the paragraph. The second experiment called for subjects to listen to or read either prose passages or lists of unrelated sentences and then to recognize sentences that were either unchanged or changed lexically, semantically, or in voice. Overall recognition and voice recognition were better for sentences that were read than for those that were listened to. Recognition for semantic change was consistently higher than for any other. Only when passages were read was there evidence in support of a thematic textual influence on memory for sentence voice.

BLAU, HAROLD, & LOVELESS, EUGENE J. If they can speak, why can't they read? And spell? They may now! Hemispheric 'routing' and 'vision bypass' to teach spelling to dyslexics. *Reading*, April 1983, *17*, 23-29.

Presents an argument for and exploratory data in support of an approach to be used with dyslexics and other children with reading problems. The approach is based on the premise that the visual modality is the probable locus of the reading/spelling disability and suggests substituting the tactile modality for the visual in the beginning stages of remediation. The procedure was used with 10 boys, ages 9 to 12, who had a diagnosed learning disability in spelling. The results were positive.

DEAN, RAYMOND S.; GARABEDIAN, A. ALEXANDER; & YEKOVICH, FRANK R. The effect of modality shifts on proactive interference in long term memory. *Contemporary Educational Psychology*, 1983, *8*, 28-45.

Reports on two experiments examining the effects of shifts in modality on proactive interference in long-term memory. Subjects for the studies were 40 and 64 undergraduates. In the first experiment, subjects learned a 40-word list presented in one of two forms of auditory/visual change, blocked or random. For the blocked condition, 20 words were presented in one modality followed by 20 in the other modality; in the random conditions, the order of modality was random. Results of a delayed 80-item recognition test indicated that performance on visual presentation was superior to auditory. In Experiment 2, students were classified as high or low in rigidity. Eight high and eight low rigidity subjects were assigned to each of four experimental groups: visual - visual, visual - auditory, auditory - visual, and auditory - auditory. Subjects were given four prose passages and tested with 17 multiple-choice items over each passage. Rigid subjects performed better regardless of experimental group membership. Both visual-auditory and auditory-visual conditions showed superior performance to the other two conditions.

DAVIS, J. KENT, & ANNIS, LINDA. Study techniques and the role of individual differences. *Communication & Cognition*, 1982, *15*, 79-82.

Reviews literature and reviews of research on the study and learning techniques employed by college students in varying modes of information presentation: notetaking in lecture or in reading/studying textual materials or, in contrast, underlining or reading only. The authors conclude that study techniques vary between individuals and within individuals depending upon the demands of specific instructional situations.

IV-5 Experiments in learning

ANNIS, LINDA F., & ANNIS, DAVID B. A normative study of students' reported preferred study techniques. *Reading World*, March 1981, *21*, 201-207.

Investigates the study technique preferences of 286 subjects in Grades 6-8, 329 in Grades 10-12, and 289 at college level, in an endeavor to establish usage patterns. Subject responses to an open ended questionnaire were read and classified into nine categories. The nine categories of obtained study technique responses included: 1) Read Only; 2) Read and Underline; 3) Read and Notes; 4) Read, Underline, and Notes; 5) Read, Underline, or Notes; 6) Read, Underline, Notes,or Outline; 7) Read and Outline; 8) Read, Outline or Underline; and 9) Read and Mental Notes. The Read Only strategy was marked by 60% of subjects at Grades 6-8, by 47% at Grades 10-12, but by only 13% at college level, where it dropped to fourth choice. Reading and Underlining increased as a technique from 10% at Grades 6-8 to 18% in Grades 10-12, and 39% at college level. An additional 18% of college students responded Read, Underline, and Notes and another 17% gave Read and Notes as their main study technique.

D'YDEWALLE, GERY; SWERTS, ANNE; & DECORTE, ERIK. Study time and test performance as a function of test expectations. *Contemporary Educational Psychology*, January 1983, *8*, 55-67.

Investigates the effects of test expectation on the acquisition of factual information. In experiment 1 subjects were 240 first-year law-school students (108 F, 132 M) at the Belgium University of Leuven randomly assigned to the several experimental conditions. Learning materials were two history passages, of about equal length and difficulty, each presented on a single page, each containing the names of 10 important persons, 10 historical dates, and 10 major events in the history of the Roman Empire. For each passage 30 questions were generated to evaluate all persons, events and dates in open and multiple four-choice versions. The questions were organized in 10 triplets containing one name, one date, and one historical event question in the same order as in the text. Subjects were told type of question they would be given. Before beginning Passage 2 half the groups were asked to indicate how many minutes they expected to use studying it. All subjects were told that their questions would be the same type as those on Passage 1. When subjects studied the text as long as they wanted actual study time was reported and the perceived duration of study time was noted. Only half received the expected test type. In the analyses of study time, planned, actually used, and perceived duration, students anticipating open questions planned to use more study time, actually used more study time, believed that they had used more time than students expecting a multiple-choice test. Female groups had consistently longer time than male groups for all three measures. Experiment 2 utilized the same two passages and test forms with almost 500 subjects. Time of study was changed to four minutes, 10 minutes, and selfpaced, only on the second passage. The common finding in both experiments was that subjects expecting an open question test on the second test performed better on either type second test.

GLOVER, JOHN A.; ZIMMER, JOHN W.; RONNING, ROYCE R.; & PETERSEN, CHRIS H. Nobody knows how to remember that prose. *Journal of Educational Research*, July/August 1980, *73*, 340-343.

Reports two studies which examined the effects of objectives on readers' comprehension of prose. In the first undertaking, 111 introductory educational psychology students participated, while in the second, 114 similarly situated students were involved. Each individual read a 1500-word prose passage of connected discourse complete with topic and summary sentences. Study I examined the effects of levels of objectives. Subjects were assigned randomly to one of four treatment conditions or to a control group. For each treatment condition, subjects encountered eight objectives at one of the following levels: comprehension, application, analysis, and evaluation. No differences in total, intentional, or incidental test scores were observed among any of the experimental groups. Study II was designed to assess the focusing effect of objectives by requiring some of the groups to take notes in the margins of their essays. The reading was followed by a 25-item test containing 17 incidental items and 8 items based on objectives. Six conditions were involved: a) control; b) comprehension objectives only; c) application objectives only; d) note taking plus b; e) note taking plus c; and f) note taking only. Reliable differences were noted in the areas of the passage the students focused on, depending on the presence of objectives and the level of learning required. However, no differences were observed in reading comprehension.

BROOKS, LARRY W.; DANSEREAU, DONALD F.; HOLLEY, CHARLES D.; & SPURLIN, JONI E. Generation of descriptive text headings. *Contemporary Educational Psychology*, April 1983, *8*, 103-108.

Designs a study to determine the effectiveness of having students generate their own headings for scientific text. Undergraduate students were assigned randomly to the following groups: 1) Headings Generation (N = 19), in which subjects were given instructions on creating a hierarchical set of headings to facilitate passage recall; 2) Headings Given (N = 16), in which students studied a passage with embedded headings but were given no special instructions on usage; and 3) Control (N = 16), in which students received a passage for study containing no headings. The material to be read was a 2500-word prose passage on ecosystems. The *Delta Voccabulary Test* scores were used as a covariate. Four dependent measures were given: a summary essay to be written, an outline to be filled in, a 28-item multiple-choice test, and a 9-item short-answer test. The Headings Generation group had significantly higher scores than either of the other groups on the essay content measure, was significantly better than the Headings Given group on essay organization, and was significantly better than the Control group on the outline content measure. No other comparisons were significant.

COHEN, RUTH. Self-generated questions as an aid to reading comprehension. *The Reading Teacher* April 1983, *36*, 770-775.

Teaches third graders to generate questions while reading a short story and views the effect on comprehension. Subjects were 48 children assigned randomly to experimental or control groups within classrooms. Three experimental groups worked through programmed materials which first gave training in question generation and then asked for the application of the skill to short stories. Control children received no special instruction but continued their regular classroom work. A pre-post criterion test calling for children to answer a main idea question and to generate two good questions for each of five stories was given. Additionally, pupils read four paragraphs from the General Comprehension Section of the *Developmental Reading Tests*, Upper Primary Reading, and answered two questions for each paragraph. On the criterion test, the experimental group showed a gain from 56% to 87% correct from pre- to posttest; control children scored 36% correct on the pretest and 38% correct on the posttest. On the standardized test, experimentals went from 74.5% correct on the pretest to 88% on the posttest; control children's scores were 74.5% on both the pre- and posttest.

MYERS, JEROME L.; HANSEN, RANDALL S.; ROBSON, RICKY C.; & MCCANN, JOAN. The role of explanation in learning elementary probability. *Journal of Educational Psychology*, June 1983, *75*, 374-381.

Varies the degree of explanation about concepts of elementary probability to which subjects are exposed and notes which is most effective. Subjects were 48 undergraduate volunteers randomly assigned to three text conditions: low explanatory, standard, and high explanatory. All texts contained six formulas, each accompanied by an example, definitions, and information required to solve all problems. The high-explanatory text emphasized the logical basis underlying the construction of formulas, the relations among formulas, and the relations of variables to real-world objects and events. Immediate and delayed performance tests were administered. Subjects in the low-explanatory and standard text conditions performed better on formula than on story problems on both immediate and delayed tests. High-explanatory text students did equally well on both types of problems.

DIEKHOFF, GEORGE M.; BROWN, PAMELA J.; & DANSEREAU, DONALD F. A prose learning strategy training program based on network and depth-of-processing models. *Journal of Experimental Education*, Summer 1982, *50*, 180-184.

Describes the development and assessment of the New Acquisition and Integration Technique (NAIT), a learning strategy training program designed to inform students about alternative learning approaches and train them in their use. NAIT involves students in a four-stage process: 1) identifying key concepts, 2) defining them, 3) considering examples and applications of the concepts, and 4) identifying relationships existing between the concepts. Two groups of undergraduate psychology students served as subjects. Group 1 consisted of 16 students who received training in the use of each stage of NAIT; Group 2 consisted of 19 students who served as controls. NAIT training was given in three one-hour sessions over one week in prose materials from content areas other than psychology. Two days following the training, half of Group 1 subjects and 10 Group 2 subjects were given 60 minutes to study a 3,000-word passage from a psychology text; the remaining subjects received a different 3,000-word passage from the same text. One week later, all subjects were given a 30-minute essay text covering definitions and comparisons over their respective passages. Group 1 performed significantly better than did Group 2.

CARNINE, DOUGLAS; STEVENS, CANDY; CLEMENTS, JEAN; & KAMEENUI, EDWARD J. Effects of facilitative questions and practice on intermediate students' understanding of character motives. *Journal of Reading Behavior*, 1982, *14*, 179-190.

Compares the effectiveness of a six-step facilitative questioning strategy, a practice with feedback strategy, and a no-intervention strategy upon the abilities of 9 grade four, 8 grade five, and 13 grade six pupils to make inferences about the motives of characters. Children were assigned to one of the three treatment groups and received experimental training in individual sessions. During each of the three training sessions, children read orally one simple and two complex stories. A transfer task consisting of reading orally three complex and two simple stories followed training. Subjects' responses to a question following each story on the transfer task were analyzed for correctness and completeness. Both training groups scored better than did the no-intervention group; no significant difference in scores was found between the two training procedures.

BROWN, ANN L., & PALINCSAR, ANNEMARIE SULLIVAN. Inducing strategic learning from texts by means of informed, self-control training. *Topics in Learning and Learning Disabilities*, April 1982, *2*, 1-17.

Identifies four grade seven pupils who were adequate decoders but poor comprehenders and describes the results of two intervention strategies, corrective feedback and strategy training, used with them. Two of the pupils received corrective feedback prior to strategy training; for the other two, the order was reversed. During strategy training, the experimenter and pupil engaged in an interactive learning game which involved taking turns in leading a dialogue concerning each segment of text. The dialogue called for: 1) paraphrasing the main idea, 2) discussing how information in a paragraph might be grouped, 3) predicting possible questions that might be asked about a segment, 4) hypothesizing about the content of remaining passage segments, and 5) commenting on any confusions and how to resolve them. The most successful training sequence is reported as being that in which pupils first received corrective feedback concerning answers to questions by referring back to the text and then received strategy training. In the corrective feedback session, performance increased to 50% correct from about 15% correct during baseline. When strategy training was introduced, performance increased to 80% to 90% correct. In contrast, the group receiving the strategy training prior to corrective feedback never reached the level of performance of the first group. Six months later, testing showed maintenance at about 60%. When strategy training was reintroduced, performance rose to 90%.

DUCHASTEL, PHILIPPE C., & NUNGESTER, RONALD J. Testing effects measured with alternate test forms. *Journal of Educational Research*, May-June 1982, *75*, 309-313.

Examines the effect on retention of a short-answer versus a multiple-choice test format. Participants were 125 tenth graders who were assigned to one of two experimental groups or a control group. Students were presented with a 1,700-word passage followed by either a 24 question brief-answer test, a 24 question multiple-choice test, or a filler task (control group). Two weeks later students were given a 24-item retention test, containing 12 items from each of the previous tests. Both experimental groups showed higher retention test scores than did the controls. The multiple-choice group outperformed the short-answer group on the multiple-choice items but no significant differences were found for the short-answer items.

DUCHASTEL, PHILIPPE C. Retention of prose following testing with different types of tests. *Contemporary Educational Psychology*, July 1981, *6*, 217-226.

Investigates the effects of three types of initial test on later retention: a short-answer type, a multiple-choice test, and a full free-recall test. Questions on the first two of these variaties covered only half of the passage contents. Later retention was compared for both initially tested content and untested content with that of a control group not initially tested on the passage. The participants were 57 secondary school students in Britain, ages 14 to 15. Subjects studied a 1700-word historical passage for 15 minutes prior to receiving one of the initial tests. All involved took retention tests a forthnight later. Retention was shown to be influenced by the type of initial instrument employed. A testing effect was evident in the case of the initial short-answer test, but not in the two remaining versions. The testing effect was found not to generalize to untested content and in the initial multiple-choice test condition, retention of untested content was depressed.

ALLWOOD, CARL MARTIN; WIKSTROM, TORBJORN; & REDER, LYNNE. The effect of format and structure of text material on recallability. *Poetics*, May 1982, *11*, 145-153.

Attempts to find out whether standard, embellished texts or their summaries produced better performance on a free recall task. Subjects were 16 undergraduates who were presented with two passages in one of two conditions, either original form or in summary form. Summaries restated the main points and were approximately one-fifth the length of the original versions. The parts in the original passages corresponding to the information in the summary were underlined. After the one hour allotted for the study of both topics, subjects were given one-half hour in which to write down all they recalled on the first topic and a second half-hour for the second passage. The proportion of central ideas recalled was scored. For both topics, students recalled a greater number of main ideas from reading the summaries than from reading the underlined text.

TERRY, WILLIAM S., & MASON, HELEN M. Recognition of sentences from prose. *Bulletin of the Psychonomic Society*, January 1982, *19*, 7-10.

Assesses college students' recognition memory for verbatim sentences from prose passages. Three experiments are reported using 20, 13, and 54 students, respectively. In the first two experiments, two prose passages approximately 600 words in length were read and then subjects were given sets of recognition test sentences. The primary difference between the two experiments was in the instructions given prior to reading. In Experiment 2, the instructions emphasized retention of meaning, whereas in Experiment 1, the emphasis was on exact wording. Experiment 3 used different prose passages and a different method of recognition testing. In all three experiments, verbatim sentences received higher recognition scores than did paraphrases. More important information was more accurately recognized than less important information, but more false recognition of paraphrases of the former also occurred.

MOORE, DAVID W., & O'DRISCOLL, MICHAEL P. Strategies for studying text: A comparison of Papua New Guinean and American research findings. *Journal of Educational Psychology*, June 1983, *75*, 460-464.

Examines and compares recall patterns under two study conditions: intentional and incidental. Additionally, the effect of study time on recall performance was assessed across four levels of importance of prose script. For the major experiment, 43 first-year and 45 fourth-year university students in New Guinea were used. Students listened to a cassette recording of a 390-word long folk tale as they read a printed version. In the intentional condition, subjects were told they would be tested and to remember the story in detail. In the incidental condition, subjects were told they would be asked questions concerning the moral of the story. Under each condition, half the subjects were given an immediate recall test and half were given five additional minutes of reading time before being asked to recall. Both intentional study instructions and provision of extra time had minimal effect on recall performance. There was no difference between the performance of first- and fourth-year students.

GUTHRIE, JOHN T. Documentation and memory. *Journal of Reading*, October 1982, *26*, 94-95.

Discusses the findings of one study in particular which dealt with the interference of reading on memory of what has been observed. In the study college students observed a series of slides and then read a short paragraph which was consistent with the slides or one which was inconsistent with them. They were told to evaluate the clarity of the paragraph. Students who read the material that was inconsistent with the scene had only one-third as many test items about the scene correctly answered as when the passage read was consistent with the scene.

SURBER, JOHN R. The influence of decision factors on what is reported in free recall of a brief narrative. *Contemporary Educational Psychology*, April 1983, *8*, 119-126.

Reports two experiments directed towards finding the extent to which readers may edit their reporting of recalled information. Subjects were 57 paid undergraduate volunteers who were asked to read a 420-word narrative from one of two perspectives. Following a filler task, subjects were asked to write as much of the passage as they could recall and then to recall a second time after a second filler task. For the second recall, half of the subjects were reminded to keep their initial perspective in mind and half were instructed to employ the other perspective. Additionally, half of the subjects in each group were offered a monetary incentive for each new idea unit recalled. No effect for incentive was found. In Experiment 2, 72 paid psychology students read the same passage as in Experiment 1, did a filler task, a first recall, a recognition test, and then a second filler, recall, and recognition test. Also they were asked to rate on a five-point scale their level of confidence in the correctness of their response. In general, the data provided a case against output editing as the primary account for perspective shift effects.

BING, SALLY B. Role of adjunct questions and reading ability levels on rote and conceptual learning from prose. *Instructional Science*, August 1982, *11*, 129-138.

Evaluates the effect of question types (rote, conceptual) and adjunct question response mode (multiple-choice, short answer) on rote and conceptual learning outcomes of high and low ability readers. Subjects were 60 freshmen at a small, black college. Two sections of classes were designated as Honors students on the basis of SAT scores, high school GPA, letters of recommendation, and two interviews; three sections were designated low ability readers on the basis of scores (1st to 46th percentile) on the McGraw-Hill *Basic Skills Survey*. Students were assigned randomly within classrooms to a control group or one of four adjunct question treatment groups: rote multiple choice, rote short answer, conceptual multiple choice, or conceptual short answer. Students read a 14-paragraph passage and took two 16-item short answer criterion tests, one rote level and one conceptual level. High ability readers scored better than low ability readers irrespective of experimental treatment. Readers receiving rote adjunct questions performed better than readers receiving conceptual adjunct questions on the rote level posttest. In both types of question conditions, over 50% of the variation in posttest scores was accounted for by reading ability. Response mode played no significant role.

HOLZMAN, THOMAS G.; ALLEN, STEPHEN A.; & LAYNE, BENJAMIN H. Advance organizers as aids for reading: Nature of the learner and the learning. *Journal of Experimental Education*, Winter 1981-82, *50*, 77-82.

Examines the effectiveness of advance organizers for the reading of social studies textbook material by low achieving seventh grade children. The sample was composed of 41 pupils attending an urban school to whom the experimenter-constructed instruments were administered. The main passage, a 774-word narration, was adopted from an upper elementary social science text. This passage with Dale-Chall readability of 4.5 was preceded by either a 180-word advance organizer presenting subsuming concepts with no mention of the incident of the main passage, or a 171-word general-interest statement which was used to control for any motivational benefits that might be provided by the advance organizer. Pupils were randomly assigned to three study conditions each with total reading time of 13½ minutes. These three study conditions were crossed with two testing formats, uncued recall or forced choice recognition of the same 10 items. The ANOVA (2 test conditions x 3 study conditions) main effect of the advance organizer plus main passage condition was reported highly significant ($p < .01$). The advance organizer improved retention by 22%, over the general interest introduction. The advance organizer was more effective regardless of testing conditions.

HOLLEY, CHARLES D.; DANSEREAU, DONALD F.; EVANS, SELBY H.; COLLINS, KAREN W.; BROOKS, LARRY; & LARSON, DAVID. Utilizing intact and embedded headings as processing aids with nonnarrative text. *Contemporary Educational Psychology*, July 1981, *6*, 227-236.

Examines the influence of intact and embedded headings as processing aids and training on the use of headings with ecologically oriented text under conditions of immediate and delayed recall. Ninety-five undergraduate students were randomly assigned to one of four training groups which met in four sessions. These groups received instructions/training appropriate to their group purpose: both no-training groups (passages without headings, and passages with headings) received the same materials as corresponding experimental groups except instructions were to apply their own study methods during study sessions. The Input training (I/T) and Output training (O/T) groups were given specific differentiated instruction: I/T to attend to embedded headings during input processing and actively to attempt to tie the heading to the information presented in the text; O/T to read the passage, use the topic outline to recall the information in the text, and to memorize the topic outline. After 20 minutes in this reading of the practice passage, students were tested with free recall exams. In the second session subjects studied one of two 2,400-2,500-word passages for 50 minutes and then took a free recall examination. In the third session the students studied and took notes over the second passage. In the fourth session a free recall examination was written on the passage studied in session three, five days previously, and a post-experiment questionnaire was completed. The measurement data were subjected to discriminant analyses. The results indicated that input and output training on the use of headings was ineffective in comparison with normal study methods using the same headed passages. When the performance of all students with headed passages was compared to the performance of those without headed passages, results favored the performance with headed passages particularly in the five-day delay condition ($p \leq .04$).

Memory, David M. An extended comparison of adjunct aids with low-average and good readers in the sixth grade. *Journal of Educational Research*, July/August 1981, *74*, 405-410.

Compares four types of prestatements and prequestions and no adjunct aid for their effectiveness in aiding comprehension of cause-effect passages. Random samples of 100 low-average readers and 100 good readers were identified from among sixth-grade pupils of four middle schools and randomly assigned to one of five groups: 1) main idea prestatement, 2) example prestatement, 3) why prequestion, 4) application prequestion, and 5) no adjunct aid. Children practiced in their treatment materials for a half hour once a week for six weeks. After the six-week practice period, pupils were given two test passages to read and answered main idea and literal questions based on them the next day. Good readers in the no adjunct aid group achieved a significantly higher mean score for main idea than did good readers in the application and the why prequestion groups. However, for low-average readers, why prequestions appeared to enhance understanding of main ideas.

Bromage, Bruce K., & Mayer, Richard E. Relationship between what is remembered and creative problem-solving performance in science learning. *Journal of Educational Psychology*, August 1981, *73*, 451-461.

Gives subjects in two experiments a technical text on how to use a camera and studies recall and problem-solving performance. Experiment 1 involved 26 undergraduates who had no previous experience with 35mm cameras. Subjects read a 1600-word text and took a series of four recall tests and eight problem-solving essay questions. Correlation coefficients among problem-solving performance and the various recall measures were computed. Good problem-solving performance was related to recall of explanation of mechanism but not to description of rules. Factor analysis procedures yielded a factor consisting of good problem solving, recall of underlying mechanisms, and recall of facts. Further analyses revealed that the ability to recall underlying mechanisms best distinguished between good and poor problem solvers. In Experiment 2, 22 undergraduates read a text that emphasized and was organized around explanation of mechanisms; 23 undergraduates read a description-of-rules text. Subjects performed similarly on recall of basic information and straightforward application of information, but the explanation-of-mechanisms group did better on the creative problem-solving task.

Benton, Stephen L.; Glover, John A.; & Bruning, Roger H. Levels of processing: Effect of number of decisions on prose recall. *Journal of Educational Psychology*, June 1983, *75*, 382-390.

Examines the effect of the number of decisions made about content during reading on the recall of prose materials. Subjects in the first of three experiments were 14 undergraduates; in the second, 30 first-year graduate students; and in the third, 15 undergraduates. The first experiment varied the number of decisions made about a prose passage. Subjects were given a 24-paragraph essay with each paragraph calling for 0, 1, 2, or 3 different decisions (yes/no answers to questions). Experiment 2 was performed in an attempt to resolve alternative explanations to numbers of decisions. Experiment 3 investigated the effect of decisions upon recall according to where in the passage decisions were based. It was found that as the number of decisions increases, recall is increased. The effects of recall are noted only in conditions requiring decisions. When decisions were based on superordinate sentences, recall of both superordinate and subordinate sentences was improved; when recall was based on subordinate sentences, only the recall of the sentences the decisions were specifically based on was enhanced.

GLOVER, JOHN A.; BRUNING, ROGER H.; & PLAKE, BARBARA S. Distinctiveness of encoding and recall of text materials. *Journal of Educational Psychology*, August 1982, *74*, 522-534.

Tests, in four experiments, the distinctiveness of encoding hypothesis in learning from text. Subjects were 32, 82, 62, and 67 undergraduates, respectively, in the four experiments. In Experiment 1, subjects were presented with an 800-word passage of 16 paragraphs in which eight paragraphs contained scrambled summary sentences. Subjects were to copy summary sentences in each paragraph and to correct scrambled sentences. Findings showed a significantly higher rate of recall for scrambled paragraph summary sentence idea units than nonscrambled summary sentences. Experiment 2 used the same materials as in Experiment 1 but extended the encoding activities for summary sentences to include both distinctiveness of encoding with the semantic bases of the text. Results revealed that each approach resulted in greater recall than a control condition and that the combination of the two produced the highest recall. Experiment 3 manipulated learners' interactions with the semantic base of summary sentence-related text material. The group having the text material present when unscrambling and paraphrasing summary sentences had the greatest recall of paragraphs that had scrambled summary statements. The last experiment viewed the role of inspection time and rereading on distinctively encoded summary sentences and their associated text materials. When text inspection time was controlled, recall was diminished, although recall of the scrambled summary sentences was still greater than recall of nonscrambled text.

LUFTIG, RICHARD L. Normalization in paraphrase and recall: Effects of processing, grammatical article type, and retention interval. *Journal of Psycholinguistic Research*, March 1982, *11*, 127-140.

Investigates the effects of paraphrase, grammatical article type, and retention interval on normalization of semantically distorted sentences. Subjects were 112 undergraduates enrolled in an introductory psychology course who were asked to either paraphrase or copy 20 sentences and then to recall them. Half of the sentences conformed with readers' world knowledge and half were discrepant. Recall was immediate for half the subjects and 48 hours later for the others. Recalls were scored for normalizations of distorted sentences, for correct paraphrasing of nondistorted ones, and for intrusions. Significantly more normalization occurred in paraphrasing than in recall; more normalization and better recall occurred when 1) sentences were perceived as related, and 2) sentences were paraphrased rather than copied. No significant differences were found in normalization as a function of retention interval. Subjects who received sentences with definite articles normalized to greater extent, included more intrusions in recall, and changed more articles in sentences than did subjects who received sentences with indefinite articles.

LUFTIG, RICHARD L. Effects of paraphrase and schema on intrusions, normalizations, and recall of thematic prose. *Journal of Psycholinguistic Research*, July 1982, *11*, 369-380.

Investigates the effects of historical knowledge schema, copying vs. paraphrasing, and retention interval on recall, normalizations, and intrusions of thematic material. The 96 undergraduates serving as subjects viewed 16 sentences which were to be paraphrased or copied and then recalled. Sentences contained either the name "Adolf Hitler" or "Gerald Martin." Hitler sentences were either historically congruent or historically discrepant. Recall was either immediate or 48-hour delayed. Discrepant information tended to be normalized for the Hitler condition but not for the Martin condition. Both normalization and intrusion rates were strongly related to story type and retention interval, while overall sentence recall was influenced by processing task and retention interval. Sentences that were copied were remembered better than sentences that were paraphrased; students who were in the immediate recall condition remembered more sentences than students in the delayed recall condition.

LORCH, JR., ROBERT F. Effects of relation strength and semantic overlap on retrieval and comparison processes during sentence verification. *Journal of Verbal Learning and Verbal Behavior*, December 1981, *20*, 593-610.

Performs three experiments to distinguish two theoretical accounts of relatedness effects in the sentence verification task. Each experiment used 16 undergraduate psychology students as subjects. The comparison and retrieval models are compared. Subjects generally were faster to make both positive and negative responses when the subject and predicate words of sentences were strongly related than when they were weakly related. This held as long as the words in the subject-predicate pairs were meaningfully related and presented in a meaningful context. Participants responded more rapidly to unrelated false items than to related false items. Relatedness effects for meaningfully related items were reduced when the items were presented in a context of unrelated items; the relatedness effect on negative reaction time in one condition was reversed when unrelated items were added to the stimuli. The author interprets the findings as suggesting an integration of the two major theoretical positions.

KROLL, JUDITH, F., & CORRIGAN, ANN. Strategies in sentence-picture verfication: The effect of an unexpected picture. *Journal of Verbal Learning and Verbal Behavior*, October 1981, *20*, 515-531.

Replicates previous studies showing that different forms of representation can be used in the sentence-picture comparison task, and then tests the hypothesis that the use of an imagery strategy can be prevented by the presentation of a set of unexpected pictures mixed with a set of standard pictures. Four experiments are reported, each utilizing eight university students as subjects. All experiments used the same standard set of 16 sentence-picture combinations used in previous studies. In addition, 16 additional unexpected sentence-picture combinations were prepared. Subjects were presented 64 sentences tachistoscopically and were to determine whether each was true or false relative to its picture. Subjects produced, as in previous experiments, two response patterns relating verfication time to the number of comparisons between sentence and picture: a linear function, reflecting the use of a linguistic-propositional representation, and an inverted-U-shaped function, reflecting the use of an imagisitic representation. Subjects who had been producing an inverted-U-shaped function switched to a linear function after presentation of unexpected pictures, indicating that representational format may be changed according to task demands.

FLEMING, MALCOLM. Changing conceptions in research on pictures. *Communication & Cognition*, 1982, *15*, 53-60.

Describes the changing conceptualization of the effects of pictures, especially the effects of pictures on memory. Notes that the research relative to the influence of the picture leads to the conclusion that pictures can no longer be ignored nor confined to the peripheral status of an optional aid.

BRACKEN, BRUCE A. Relative image-evoking ability of personalized and nonpersonalized sentences. *Journal of Mental Imagery*, Spring 1981, *5*, 121-124.

Hypothesizes that personalizing a sentence by including a personal name, place, or a combination of the two leads to rating the sentence higher on image-evoking ability and makes it easier to learn. An unnamed number of upperclass university undergraduates were given 15 sentences personalized using student-provided information and 15 nonpersonal sentences to rate on a 5-point scale for imagery. Following the ratings, subjects were asked to recall the sentences. Personalized sentences were rated significantly more image evoking and were recalled better than nonpersonalized sentences.

CUNNINGHAM, DONALD J.; SNOWMAN, JACK; MILLER, RAYMOND B.; & PERRY, FRED L. Verbal and nonverbal adjunct aids to concrete and abstract prose learning. *Journal of Experimental Education*, Fall 1982, *51*, 8-13.

Contrasts the relative efficiency of verbal adjunct aids with visual adjunct aids for concrete and abstract prose learning. Verbal adjunct aids consisted of multiple-choice questions interspersed in the text, while visual adjunct aids consisted of directions to sketch pictures. Thirty undergraduates were used in pilot study efforts; for the final data, 50 undergraduates were included in the concrete passage experiment and 35 in the abstract passage experiment. Five versions of a series of passages were prepared: adjunct aids before the text selection for both concrete and abstract passages, adjunct aids after the text selection for both types of passages, and a control group version with no adjunct aids. For the abstract passage, verbal adjunct aids showed a tendency to be more effective than directions to sketch ($p < .10$). For concrete passages, no significant findings resulted for any interactions.

DEAN, RAYMOND S., & ENEMOH, PETER AMAECHI C. Pictorial organization in prose learning. *Contemporary Educational Psychology*, January 1983, *8*, 20-27.

Reports the effect of providing a pictorial organizer on the comprehension of a difficult prose passage. Subjects were 90 undergraduates randomly assigned to three treatment groups: picture before reading, picture after reading, no picture. Subjects were also rated as high or low in background knowledge of the topic based on a 20-item multiple-choice test. After reading the passage under timed conditions, students were allowed five minutes to write everything they could recall from it. Protocols were scored for total number of idea units correctly recalled. The picture before treatment group recalled significantly more idea units than a combination of the other two groups ($p < .05$). When the picture came before reading, it had a greater effect on low prior knowledge students than high prior knowledge students. Low prior knowledge students in the picture before condition recalled at a level similar to high prior knowledge students in the other conditions. When the picture followed the text, it did little to increase recall when compared with the no picture condition.

UNDERWOOD, JEAN D.M. Influencing the perception of contour lines. *The Cartographic Journal*, December 1981, *18*, 116-119.

Investigates, in two experiments, the influence of texture gradient and expectancy or prior set on interpretation of contour lines on maps. In Experiment 1, subjects were 53 undergraduates enrolled in a geography class and randomly assigned to one of two passage treatments. In one passage, steep contour slopes were equated with lower land; in the other, with higher land. Subjects read the passage and then were asked to interpret 10 unquantified contour patterns by drawing a cross-sectional profile of each. In Experiment 2, subjects were 43 grade 13 Canadian high school students in a geography class (condition A) and 23 first-year undergraduates (condition B). In A, subjects were presented the same contour patterns used in Experiment 1 but with two alternative interpretations supplied for each. They were then asked which of two given cross-sections best illustrated the landscape depicted by a contour pattern. In B, subjects were given six complex contour patterns, each accompanied by four possible cross-sections from which they were to select the one best illustrating the contour pattern. The findings indicated that for less experienced subjects expectancy negated the texture-gradient effect. However, the texture-gradient effect appeared to become more influential as experience increased or as subjects were primed to produce a more diverse expectancy. The authors conclude that while expectancy may be the dominant influence on contour map interpretation, it can be altered by providing context or cueing subjects. Under these latter circumstances, depth cues may become more influential.

ADEYEMI, E.O. The effect of map orientation on human spatial orientation performance. *The Cartographic Journal*, June 1982, *19*, 28-33.

Focuses on the problem of the effect of map orientations on human spatial orientation performance. Subjects consisted of three groups: Group 1, 51 randomly selected persons; Group 2, 40 university students randomly selected from 1,000 living in married university housing; and Group 3, 40 university students who had some course work in geography. Two tests were designed for the study, a cognitive map test (CMT) and a spatial orientation test (SOT). The former served as a warm-up exercise; the latter consisted of 20 questions covering five map reading tasks. For the SOT, two types of cartographic maps were constructed: a topographic city map and a city guide map. Group 1 was given the city guide map with only north directions indicated on it. The section of the city in which Group 2 subjects were living was cut out of the topographic map and given to those subjects with four different orientations. The four cardinal and four intermediate points of the compass were shown as marginal information. Group 3 also received a section of the topographic map with four orientations but only north direction was indicated. For Group 1, analysis of variancce techniques indicated that the direction a subject faced was an important factor in writing accurate responses, and that subjects performed better when they faced geographic north than when facing any other direction. For Groups 2 and 3, results indicated that showing the four cardinal and four intermediate points of the compass on the map improved performance. Poorest performance was on the task involving pointing out geographic directions of features.

REICH, SHULAMIT S., & CHERRY, COLIN. A direct access from graphics to meaning: A study of the Stroop effect in sentences. In Paul A. Kolers, Merald E. Wrolstad, & Herman Bouma (Eds.) *Processing of Visible Language*, Vol. 1. New York: Plenum Press, 1979, 371-377.

Examines the effect of changes in type size on comprehension using a picture-sentence verification task. Six male undergraduates were presented eight sentences each with six variations found in the type size of the subject noun, object noun, or adjective. In each sentence, a boy's name, a girl's name, and four adjectives were used: smaller, taller, larger. The critical word in each sentence (subject, object, or adjective) was printed in larger or smaller type than the rest of the sentence. Two pictures, one of a boy and one of a girl, accompanied the sentences. In one picture the boy was larger than the girl; in the other, the size and position relationships were reversed. Subjects viewed the picture, read the sentence, and then pressed a "true" or "false" key. Response latency was assessed. Congruent sentences were evaluated more rapidly than incongruent regardless of the locus of the size change.

WEST, RICHARD F., & STANOVICH, KEITH E. Source of inhibition in experiments on the effect of sentence context on word recognition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, September 1982, *8*, 385-399.

Presents results of two experiments in which a lexical-decision task and a naming task are compared on the effect of sentence context on word recognition. The two experiments used the same stimuli and experimental methodology. Subjects in Experiment 1 were 32 undergraduates recruited from an introductory psychology subject pool; in Experiment 2, subjects were 64 undergraduates from a similar pool at another university. Stimuli were two sets of 96 sentences each, identical except for their last words, all predictable from preceding context. In one set, the target words were easy nouns; in the second set, difficult nouns. In the naming task, subjects read the target word as rapidly as it appeared on a screen; in the lexical-decision task, subjects indicated their response by pressing a telegraph key to indicate whether the target was a word or a nonword. Target words in the naming block were presented in three conditions: 12 congruous, 12 incongruous, and 12 neutral; and the lexical-decision task consisted of 54 trials, 36 word target trials, and 18 nonword target trials (12 preceded by nonneutral context and 6 by neutral contexts). There was some indication that the lexical-decision task resulted in more inhibition than the naming task when the same stimuli were used in both tasks. Results in Experiment 2 were similar.

Reilly, Ronan. Models of reading from cognitive science. In Sister Marian Walsh (Compiler) *Proceedings of the Fifth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1980, 46-60.

Primes experimental subjects with words which are related to words in texts to be read to note whether there is a facilitating effect. Materials consisted of five passages, each approximately 140 words in length. Each passage was presented with a right justified margin, and to the right was a column of priming words in bold type. Passages were prepared in four ways: 1) a control passage with completely unrelated priming words; 2) a column containing the actual noun which followed in the next line; 3) a column consisting of the actual verb which appeared in the next line; and 4) a column made up of verbs which were synonyms of the verb following in the next line. Subjects were 16 adults who were given all five passages in one of the four conditions. Subjects were asked to read the passages aloud but not to attend to the columns of priming words. Reading time was the dependent measure. Little difference was found between the times for the control condition and the noun-primed condition. However, the two verb-primed conditions produced significantly briefer reading times than did the control condition.

Arroyo, Francisco Valle. Negatives in context. *Journal of Verbal Learning and Verbal Behavior*, February 1982, *21*, 118-126.

Seeks to determine whether the longer reaction times to negative statements in previous research could be accounted for by their inappropriateness in the experimental setting. A final subject sample of 100 undergraduates was divided into four groups, two Set groups and two No Set groups. In the Set groups, subjects were given a context for an oddity problem. The oddity problem consisted of four words, one of which was different in some respect from the other three. After viewing the four words, subjects responded to a true-false statement. The task in the No Set groups was similar but there was no oddity problem. Set groups were either Small-Contrast or Large-Contrast. Each subject verified 64 sentences as True Affirmative (TA), False Affirmative (FA), True Negative (TN), and False Negative (FN). Negative statements which distinguished the exception from the norm (TN-D) were responded to faster than TN-S which asserted that one unexceptional item did not possess the attribute of the exceptional element. Set groups had shorter latency times than No Set groups. Within Set groups, FA and TN were easier in the D than in the S condition. No clear answer was found as to whether small or large contrast between norm and exception constituted a better context for negatives.

Harper, Mary O'Connor, & Daehler, Marvin W. The influence of encoding context on the false recognition errors of children and adults. *The Journal of General Psychology*, July 1982, *107*, 57-68.

Presents 40 nine-year-olds and 40 undergraduates with an incidental learning task consisting of four groups of 20 words each: target-yes words, target-no words, and contextually related or contextually unrelated foils. Subjects were to give a yes or no response to orienting questions associated with target words. In addition, half the subjects in each group were asked to substitute another word for the target word which would still give an affirmative response to the orienting questions. Recognition tests were administered four hours later to children and 24 hours later to college students. Children incorrectly recognized more related foils only when they were asked to generate words during the learning task; college students only committed more contextually related false recognition errors when they simply answered orienting questions.

KRYZANOWSKI, JOHN, & CARNINE, DOUGLAS. The effects of massed versus spaced format in teaching sound-symbol correspondences to young children. *Journal of Reading Behavior*, Fall 1980, *12*, 225-229.

Compares the effects of spaced and massed training formats on first graders' learning of the "i" and "e" letter-sound correspondences. Subjects were 13 male and 15 female first graders from a middle class school who had been screened on three measures: 1) direct identification, 2) knowledge of target letter-sound correspondences, and 3) ability to match letters in a match-to-sample training task. The target stimuli were the letters "i" and "e," the interpolated stimuli were the letters "s," "c," and "m." The target letters were each presented, in either spaced or massed formats, 45 times, and the interpolated letters were each presented 30 times. The letters were visually presented to the subjects over three treatment sessions on three consecutive days. The subjects' task was to produce the sound of the visually presented letter. A posttest followed the last training session. Subjects were divided into two groups, one with spaced-format training on the letters "e" and massed-format training on "i," and the other group with spaced-format training on "i" and massed-format on "e." During training, children correctly identified the massed-format letter more frequently (56% correct for spaced, 73% correct for massed). But on the posttest, the spaced letters were identified more frequently (72% for spaced, 38% for the massed). There were more posttest errors on the letter "i" than the letter "e."

PARK, DENISE CORTIS, & MASON, DAVID A. Is there evidence for automatic processing of spatial and color attributes present in pictures and words? *Memory & Cognition*, January 1982, *10*, 76-81.

Studies the automatic processing of color and spatial dimensions present in matched pictures and words. The 128 psychology students studied four lists of either line drawings from the *Peabody Picture Vocabulary Test*, or matched words, which were the labels of the pictures, that varied in color and position under one of four encoding instructions. The four encoding conditions were to attend to: 1) only the item, 2) the item and its color, 3) the item and its position, or 4) the item and both color and position. An unexpected final recognition task was administered in which item recognition and recall for both attributes were examined. Position was most poorly recalled when encoding instruction were for item information, but memory for position was significantly greater than chance in all encoding conditions. Color memory was at only a chance level for all encoding conditions except that condition in which subjects were instructed to attend to color. The position of the line drawings was better recalled than the position of words.

MASSON, MICHAEL E.J., & MILLER, JO ANN. Working memory and individual differences in comprehension and memory of text. *Journal of Educational Psychology*, April 1983, *75*, 314-318.

Investigates the relationship between reading span, memory span, and reading comprehension test scores for 29 undergraduates. Memory span was assessed by means of a letter span task; reading span was assessed by presenting six sets of two to five unrelated sentences. Comprehension was assessed by means of two passages followed by eight inferential and four literal statements to be answered as true or false. The *Nelson-Denny*

Reading Test was also administered. Subjects first read the two short passages, took the letter span test, in which recall of the letters was asked for, and then were given the T-F test over the passages. After this, the reading span test was given. Here subjects attempted to write down the last word of each sentence, then were shown one of the sentences with several content words omitted and were asked to write the missing words. Positive coefficients of correlation were found among all tests except for letter span. The coefficient between reading span and Nelson-Denny scores was .53.

Adams, Shirley J. Scripts and the recognition of unfamiliar vocabulary: Enhancing second language reading skills. *The Modern Language Journal*, Summer 1982, *66*, 155-159.

Investigates the effects of statements designed to activate scripts (schema) on measures of unfamiliar vocabulary with undergraduates reading in French and in English. Subjects were 174 psychology class students and 124 students enrolled in a third-quarter French class. Six passages were constructed first in French and then translated into English. Passages were approximately 70-75 words long and contained a nonsense word used five times. The nonsense word resembled a real French word. Four classes each of French and psychology were given script activators or statements telling what the passage was about, while the remaining classes received no statements. Passages were presented in five sections on an overhead for 30 seconds per section. Preceding sections were masked as a new section appeared. Students who received script activators achieved higher vocabulary scores than did those receiving no script activators. Students who read in English scored higher than those who read in French.

Cerella, John; Paulshock, Dale; & Poon, Leonard W. The effects of semantic processing on memory of subjects differing in age. *Educational Gerontology*, January/February 1982, *8*, 1-7.

Contrasts the recall and recognition memory of young and old adults for both an incidental and an intentional learning condition. Subjects were 30 undergraduates, ages 18-22, and 30 residents of elderly housing complexes, ages 59-86. The intentional learning condition consisted of a list of 24 unrelated words which were first to be recalled and then recognized on a list of 48 words. In the incidental learning condition, subjects read a story and then were asked to 1) write it (recall), and 2) check 47 key words appearing in the story from a larger list of 114 words. Older subjects recalled 27.4% on the list recall task and 28% on the prose recall task; college students performed 48.5% and 44.1%, respectively, on the two recall tasks. For the recognition tasks, the differences between the two age groups were considerably reduced.

Groninger, Lowell D., & Groninger, Linda Knapp. Function of images in the encoding-retrieval process. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, July 1982, *8*, 353-358.

Attempts to determine whether the effect of forming images to words on memory for those words was due to a by-product of image formation or to the direct involvement of the images themselves. Subjects were 101 psychology students. Two lists of 30 concrete words and 30 abstract words were ordered randomly. One-half of the subjects heard List A in the first session; the others, List B. The two lists were combined for recognition testing. Subjects were instructed to 1) describe detailed images of the words, 2) give dictionary-type definitions of the words, or 3) spell the words forward and backward. After a three-week hiatus, they were asked to do the same three tasks for a subtest of the original words and an equal number of interspersed distractors. Significant congruence effects were found for imagery sets using abstract words. Spelling produced the lowest overall recognition as well as nonsignificant congruity effects. Additional analysis of the imagery data revealed that similar images of the same referent had to be generated at encoding and retrieval for image congruence to have a facilitating effect on retrieval.

LIBERMAN, ISABELLE Y.; MANN, VIRGINIA A.; SHANKWEILER, DONALD; & WERFELMAN, MICHELE. Children's memory for recurring linguistic and nonlinguistic material in relation to reading ability. *Cortex*, October 1982, *18*, 367-375.

Assesses the ability of good and poor readers in second grade to remember three different types of material: photographs of unfamiliar faces, nonsense designs, and printed nonsense (CVC) syllables. Final selection of 18 good readers and 18 poor readers was made on the basis of scores on the Word Recognition Subtest of the *Wide Range Achievement Test* (WRAT). Good readers had a mean WRAT score of 4.0; poor readers, 2.1. Mean Full Scale WISC-R score for good readers was 113.6; for poor readers, 107.7. There were 80 nonsense-design stimuli, 4 of which were used eight times each (recurring), and the remaining 48, once each. Similar patterns were followed for the 80 photographs and the 80 nonsense syllables. Children were tested individually and percentage of correct responses was computed. Designs and faces were harder to remember than syllables, and there was no difference between the two groups on these two tasks. Good readers were significantly better than poor readers at remembering syllables.

MCELROY, LORI A., & SLAMECKA, NORMAN J. Memorial consequences of generating nonwords: Implications for semantic-memory interpretations of the generation effect. *Journal of Verbal Learning and Verbal Behavior*, June 1982, *21*, 249-259.

Examines the memorial consequences of generating and reading nonwords. Three experiments are reported, using 16, 12, and 16 introductory psychology students, respectively. In Experiment 1, a list of paired associates was devised, consisting of 30 word pairs and 30 nonword pairs. Tasks were to read the pairs and to generate items given a rule to follow. Two conditions were involved: timed and self-paced. A generation effect was obtained for words on two measures: item recognition and task allocation confidence ratings. No generation effect occurred for nonwords. Experiment 2 used nonwords only and free recall. No indication of a generation effect was found. In Experiment 3, both a letter transposition and a rhyme rule were employed. Two input lists were developed, each having 24 nonword pairs, 12 with a rhyme rule and 12 with the letter-transposition rule. No generation effect was found either with rhymes or letter transpositions. The results suggested that generating yields superior retention only when semantic memory is engaged at the time of study.

SINDELAR, PAUL T.; HONSAKER, MIRIAM S.; & JENKINS, JOSEPH R. Response cost and reinforcement contingencies of managing the behavior of distractible children in tutorial settings. *Learning Disability Quarterly*, Winter 1982, *5*, 3-13.

Assesses the effects of two strategies for strengthening the attending behavior of two distractible children in a tutorial situation. In two case studies, the effects of differential reinforcement of other behavior (DRO) and response cost (RC) were assessed. The first case study was of a seven-year-old second grade girl who was receiving remedial instruction in math and reading. She was classified as learning disabled. She was initially rewarded for completing six page segments of her reader without looking away, and punished by removal of a token upon looking away. Both contingencies were effective in reducing inattentiveness, although response suppression was slightly greater during the RC phases. The second case study was a 10-year-old behaviorally disordered girl. The RC contingency was successful in lowering inattentiveness, but the DRO contingency failed to control the frequency of her looking away. The differential effects of the DRO contingency in the two case studies were attributed to differences in reinforcement schedules; with the RC contingency, the differential effect was attributed to the temporal precision with which it was administered.

Taub, Harvey A.; Baker, Marilyn T.; & Kline, Gary E. Perceived choice of prose materials by young and elderly adults. *Educational Gerontology*, September/October 1982, *8*, 447-453.

Uses a series of three experiments in evaluating the effects of perceived choice on comprehension and memory of prose reading passages by elderly groups. In Experiment 1, 36 young (21-36 years) and 36 old (57-83 years) paid volunteers were divided into equated subgroups based on WAIS vocabulary subtest scores. Six 200-word passages were prepared, each followed by two multiple-choice questions, a five-point interest rating scale, and four memory questions (two new and two identical to the multiple-choice questions). At the first of two sessions, half the subjects checked titles of six passages to read in the second session while half received no choice. Two to three weeks later, all subjects read all six passages. Findings included an interaction of age with vocabulary level but no interaction with type of task. Experiments 2 and 3 utilized 79 and 45 elderly volunteers, respectively. Other aspects of these experiments were similar to Experiment 1. Results indicated both age and vocabulary related deficits. Perceived choice conditions did not produce any consistent improvement in performance.

Cohen, Gillian, & Faulkner, Dorothy. Memory for discourse in old age. *Discourse Processes*, July-September 1981, *4*, 253-265.

Examines memory for discourse by comparing the performances of matched groups of 30 "old" subjects (mean age 69, age range 65-79) and 30 "young" subjects (mean age 24, age range 19-32), in a text recognition task. Subjects were matched on auditory forward digit span and on WAIS vocabulary subtest scores. Efforts were made to match on years of schooling also. Subjects listened to a series of short recorded text passages and were required to detect changes in a written version of the matter. Three types of semantic changes and three types of non-semantic changes were introduced into the written version. Results showed that memory for discourse was generally impaired by aging. In a second experiment, two matched groups of 20 young and 20 old subjects, drawn from those who had participated in the original endeavor, were tested in text recognition at different delays with differing amounts of intervening material, so as to examine and compare the time course of loss information for young and old readers. The effects of delay showed age differences in retention. Memory for wording (ability to detect non-semantic changes) declined rapidly in both age groupings. Whereas the young showed good retention of meaning, semantic information was poorly retained by the old group. Comparison of performances across different types of semantic changes revealed that the old, but not the young, were better at detecting lexical substitutions than subject-object reversals. In old age lexical items were retained better than the relations between them.

Grabe, Mark. Variable inspection time as an indicator of cognitive reading behaviors. *Contemporary Educational Psychology*, October 1981, *6*, 334-343.

Proposes to determine if a general purpose in reading produces differences in inspection time of text and if time spent depends on the density of the relevant information within the text. In the first of two experiments, 78 undergraduate volunteers from introductory psychology classes were shown two passages, each of which could be viewed from two perspectives. Subjects were assigned randomly to both story and perspective; controls read the story with no perspective in mind. Stories were segmented and viewing time for each segment was recorded. An intervening task followed the reading and then subjects were asked for a written recall. High importance material was recalled at a higher rate only by the target perspective group. Inspection speed did not appear to vary. Experiment 2 involved 28 undergraduates who viewed the same stories but reorganized into larger segments. Two questions requiring specific answers were written for each segment. Subjects were assigned to either the question or control treatment. Questions were presented prior to reading and answered immediately following reading. Subjects given the questions before reading answered more questions correctly. High relevance segments of text were viewed for longer periods of time. Thus specific questions caused readers to vary inspection time as a function of the relevance of text content. On the second story, question-directed readers spent more time on relevant content and less time on irrelevant content.

Smith, Mary John. Cognitive schema theory and the perseverance and attenuation of unwarranted empirical beliefs. *Communication Monographs*, June 1982, *49*, 115-126.

Examines the cognitive processes underlying the perseverance and attenuation of beliefs that have been subjected to evidentiary discrediting. Participants were 132 undergraduates who read a fabricated passage alleging that a predisposition toward risk-taking (or toward caution) correlates with success as a firefighter. Subjects recorded their beliefs, then half were debriefed about the fabricated nature of the initial data, and half were instructed to continue to the next section of the test booklet without debriefing. Finally, all subjects restated their beliefs on the topic and wrote out an explanation for their beliefs. Three general findings were reported from the data. First, subjects tended to cling to their beliefs, even in the face of total evidentiary discrediting. They persevere because they generate explanatory schemata that, once developed, become independent of the data originally giving rise to them. Results also indicated that unwarranted belief perseverance can be attenuated by encouraging people to generate messages containing alternative explanatory scripts or by distracting them from developing supportive schemata.

Prosser, Michael. Relationship between the cognitive abilities of a group of tertiary physics students and the cognitive requirements of their textbook. *Science Education*, January 1983, *67*, 75-83.

Describes the construction of a test to assess the prerequisite concepts needed to understand first year tertiary physics courses and the results obtained from the administration of the test. The final version of the test consisted of 21 items, 12 requiring concrete reasoning patterns for their solution and 9 requiring formal reasoning power. The items were based on an analysis of two chapters in a physics textbook and were five-item multiple-choice questions. Items were author constructed and judged by a panel as to content validity. The test was administered to 138 students in their first year of undergraduate study and 48 majors in chemistry, geology, and metallurgy, all Australian students. Based on the pattern of their test results, students were classified as preconcrete, early concrete (C1), late concrete (C2), early formal (F1), and late formal (F2) in their reasoning skills. Only 24% of biology majors' patterns were F2, while 21% were either C1 or C2. Nutrition students had 59% of their patterns classified as F2; Environmental Health students, 64%; and Medical Technology students, 70%. The author concluded that a sizable group of students (42%) were not capable of consistently using the reasoning skills required for an understanding of the text concepts.

IV-6 Visual perception

Bragman, Ruth, & Hardy, Robert C. The relationship between arithmetic and reading achievement and visual pattern recognition in first grade children. *The Alberta Journal of Educational Research*, March 1982, *28*, 44-50.

Investigates the relationship between identical and reverse pattern recognition skills and tested reading and arithmetic reading class in suburban elementary school. Two pattern recognition tasks, identiccal pattern recognition and reverse pattern recognition, were administered to each subject randomly assigned to a balanced order of tasks. All children also were administered the *Metropolitan Achievement Test*, Primary 1, reading and arithmetic subtests. A repeated measures design test was applied to the means of the two recognition tasks. The mean of the identical recognition (18.90) test was revealed to be significantly higher than the mean of the reverse recognition test (8.40), suggesting a hierarchical ordering of those skills. First order correlation coefficients on each of the two recognition tasks, the two achievement tasks, and age were computed. A series of forced order multiple analyses on these same variables was completed. Performance on achievement (reading, arithmetic) was significantly affected by reverse pattern recognition. A three-way interaction of age, identical pattern recognition, and reverse pattern recognition was found to be significant for arithmetic achievement.

MASSARO, DOMINIC W., & HESTAND JOY. Developmental relations between reading ability and knowledge of orthographic structure. *Contemporary Educational Psychology*, April 1983, *8*, 174-180.

Assesses knowledge of orthographic structure by asking children to select the item that looked more like a word from a pair of letter strings. The test consisted of 60 pairs of six-letter items in which one item of each pair had no violations of orthographic structure while the other item contained 1, 2, or 3 violations. Data were collected on 47 first graders, 71 second graders, and 62 third graders. Scores on the *California Achievement Tests* (CAT) were obtained from school records. The mean percentage correct was 58, 69, and 79, respectively, for grades 1, 2, and 3. Correlation coefficients between orthographic test scores and CAT subtest scores in reading ranged from .104 (Vocabulary) to .267 (Comprehension) at Grade 1 level. At Grade 2, with CAT Phonic analysis, vocabulary, and comprehension, coefficients were .526, .438, and .536, respectively. Similar figures were obtained at Grade 3. When vocabulary and comprehension scores were combined, a correlation coefficient of .663 was obtained with performance on the orthographic test across grade levels. A multiple correlation coefficient indicated that reading achievement accounted for all of the variance accounted for by grade level.

LAWRY, JANICE A. The interfering effect of word perception on letter identification. *Perception & Psychophysics*, December 1980, *28*, 577-588.

Explores the effect of word perception on letter-identification response times and also evaluates the role of individual differences in processing styles as they interact with context effects. Subjects were 95 undergraduates who were assigned randomly to one of three context conditions: words, nonwords, and single letters. Subjects were asked to identify a single lowercase letter in each visual display. In words and nonwords, the flanking letters adjacent to the target letter varied as to whether they were response compatible or incompatible with the target. Single letters produced more rapid response latencies than either of the other conditions; words produced slower latencies than nonwords. Items containing an incompatible-response flanking letter produced longer latencies than items containing a compatible flanking letter. Subgroups of subjects with different characteristic processing patterns were identified with a separate test. Subgroups were differentially affected by the context conditions in the letter-identification task. Greater subgroup differences were found in nonwords than in words.

SCHWANTES, FREDERICK M. Developmental differences in cognitive scanning and encoding of visual information. *Journal of Experimental Child Psychology*, October 1982, *34*, 301-310.

Seeks to determine whether age differences in encoding efficiency can be accounted for in terms of adults' greater use of a systematic left-to-right scanning operation. Subjects were 12 males and 12 females at each of second grade and college level. Test stimuli were six-letter nonword arrays, tachistoscopically presented. Half of the subjects were tested in a randomized delay-presentation condition of a 450-msec delay interval and a 50-msec delay interval; the other half were tested in a blocked delay-presentation condition in which all stimuli in one block were tested with one or the other time delay intervals. Analysis of variance procedures were used with grade level and delay presentation as between-subject factors and delay interval and visual field as within-subject factors. There were age differences in both the amount of information encoded out of visual sensory store and in the magnitude of left-right visual field differences. However, large age differences in amount of encoded information were also present under conditions which served to reduce left-right visual-field asymmetries in report accuracy. Findings were interpreted as indicating that age differences in use of a systematic left-to-right scanning operation do not appear sufficient to account for the obtained age differences in the amount of information encoded from a visual sensory store into working memory.

Pring, Linda. Phonological codes and functional spelling units: Reality and implications. *Perception and Psychophysics*, December 1981, *30*, 573-578.

Investigates the effect of disrupting the functional spelling units (FSU) within a letter string for 20 undergraduates. Stimuli were 76 words, 38 pseudohomophones, and 38 nonwords presented in a mixture of upper- and lowercase letters. Half of the stimuli were presented with their FSUs intact (BLoo), and half with their FSUs disrupted (GraIT). Pseudohomophones took significantly longer to reject than did other nonwords when the stimuli were presented with their FSUs intact. No differences were found between pseudohomophones and nonwords when the FSUs were disrupted. Overall responses to pseudohomophones were slower than responses to nonwords. Lexical decisions to words presented with FSUs intact were significantly faster than to words with FSUs disrupted. Error data pattern analysis was similar to reaction-time data. Thus the findings suggested that a critical variable was not visual appearance per se but whether or not the FSUs within the letter strings were disrupted.

Katz, Leonard, & Baldasare, John. Syllable coding in printed-word recognition by children and adults. *Journal of Educational Psychology*, April 1983, *75*, 245-256.

Examines the use of syllable coding by skilled and less skilled second-grade readers and by adults. Three experiments are reported. Stimuli for the first experiment were 12 two-syllable test words and 12 pseudowords; one-half were divided at the syllable boundary and one-half at another point. In the first experiment, 16 skilled and 16 less skilled children towards the end of their second grade year were identified on the basis of reading-group placement, score on the reading comprehension section of the *Comprehensive Test of Basic Skills* (CTBS), the two-word recognition test scores, and overall grade level scores on the CTBS. Syllable regularity did not affect word identification error rate for skilled readers. When real words were irregularly divided, less skilled workers tended to identify them as pseudowords; when pseudowords were irregularly partitioned, less skilled readers were more likely to identify them as nonwords. In Experiment 2, 81 undergraduates were assigned randomly to one of three types of partitions of letter strings: regular (syllable), irregular (nonsyllable), nonmorphological and morphological. Two visual conditions, uniform letter case and mixed letter case, were used. Experiment 3 involved 34 undergraduates who saw words and pseudowords partitioned regularly and irregularly, all in mixed letter case. Syllable coding was used by the less skilled children but not be either the better second-grade readers or college students. Undergraduates did make use of syllable information when the direct use of letter information was slowed by presenting stimuli in alternating letter case.

Frostholm, Adrienne; Watt, W.C.; & Jacobs, David F. Preliterate literacy. In Malcolm P. Douglass (Ed.) *Claremont Reading Conference Forty-Sixth Yearbook*, 1982, 169-177.

Assesses the ability of 14 children, ages 3 to 4, and 16 children, ages 4 to 5, to recognize the differences between numerals, letters, and simple line-drawings. Children were first asked to place a series of cards containing 15 capital letters right side up. A similar task was then done with cards bearing the numerals 0 to 10 and cards with false letters. Order of placement and orientation were noted. Children were then asked to identify the symbols in random order. The older age group performed better than did the 3- to 4-year-olds. Younger children performed at approximately chance level and showed little knowledge of letters and numerals. However, they did tend to select vertical orientation of a letter over horizontal ones; i.e., children tended to place the letter correctly or upside-down. False letters, on the other hand, tended to be oriented horizontally by both age groups.

Kaye, Daniel B.; Brown, Scott W.; Post, Tim A.; & Plude, Dana J. The development of letter processing efficiency. *Memory & Cognition*, July 1981, *9*, 378-388.

Uses a letter search task to study the development of efficiency in letter processing skills. Two experiments are reported. In Experiment 1, subjects were eight boys and eight girls selected randomly from each of grades K-3 and 16 introductory psychology students. Subjects were to search for the uppercase letter "V" in a display of characters which shared either visual or acoustic features with it. Reaction time was determined. Additional data collected from the K-3 group included: *Peabody Picture Vocabulary Test*; the *Raven Coloured Progressive Matrices*; the reading subtests of the *Stanford Achievement Tests* (SAT) in grades 1, 2, and 3; and auditory and visual-motor subtests for kindergarteners. In Experiment 2, subjects were 18 boys and 18 girls from each of grades 1, 2, and 3 and 36 undergraduates. The same battery of tests was given plus the digit span forward subtest of the WISC for children. Both experiments indicated that young children can capitalize upon featural or categorical distinctions among letters and other graphic symbols to facilitate letter search performance. Efficiency of letter processing was related to the amount of information that had to be processed in memory. Efficiency increased with age, but patterns of processing were consistent.

Grosser, George S., & Trzeciak, Gerda M. Durations of recognition for single letters, with and without visual masking, by dyslexics and normal readers. *Perceptual and Motor Skills*, December 1981, *53*, 991-995.

Compares the performance of 15 normal and 29 dyslexic children ranging in ages from 6 to 14 years on a temporal sequencing task to determine whether the dyslexic child is at a disadvantage when a series of letters is presented and not necessarily when the task is naming the letters. Two sets of letters (those subject to reversal/rotation such as b, d, p, and q and others such as e, i, x, and u) were tachistoscopically presented to both groups. The second test session included a random "noise mask" or presentation card displaying a field of black and white dots. Results revealed that: 1) normal readers' overall mean performance was significantly faster, 2) masking affected both groups' letter recognition, 3) both groups had more difficulty with reversible/rotational letters than other letters only when masked, and 4) significantly positive correlation between age and performance occurred only for normal readers. Conclusions suggest that single letter recognition may contribute to dyslexic reading problems, that similar reversal/rotational problems exist in both groups, and that similar reversal/rotational problems exist in both groups, and that dyslexia may be associated with a developmental process disturbance.

Allegretti, Christine L., & Puglisi, J. Thomas. Recognition of letters in word and nonwords. *The Journal of General Psychology*, July 1982, *107*, 139-148.

Conducts two visual search experiments to clarify the processes underlying the word superiority effect in recognizing letters within words and nonwords. In Experiment 1, 18 undergraduates searched sets of 50 words and 50 nonwords presented in three different case formats for two letters. Visual search times were shorter for both lowercase and uppercase items than for mixed-case items; lowercase and uppercase items search times did not differ significantly from one another. Search times were shorter for words than for nonwords. In Experiment 2, search times in the same conditions as Experiment 1 were compared for 18 older adults, ages 60-85, and 18 undergraduates. Older individuals were slower than college students, words were processed faster than nonwords, same-case strings were processed faster than mixed-case strings. The nonword condition resulted in differentially greater slowing among older students than among college students.

Hatt, Clifford, V.; Obrzut, John E.; & Swanson, H. Lee. Effects of verbal labeling on visual recall with reading disabled subgroups. *Perceptual and Motor Skills*, December 1982, *55*, 1149-1150.

Asks whether specific disabled reading subgroups benefit from verbal-label training prior to a visual serial-recall task. Subjects were 33 ten-year-old males identified as disabled or normal readers on the basis of *SRA Achievement Series* reading comprehension scores and on the *Reading Miscue Inventory* (RMI). Based on RMI patterns, boys were designated as high comprehending disabled, low comprehending disabled, or normal readers. Subjects were given a match-to-sample discrimination task and a verbal paired-associate task using two different sets of six random shapes. The findings indicated no differences among the three groups on recall strength or primary recall. The authors feel the findings suggest that deficiencies in verbal mediation do not appear to account for the reading disability in their subgroups.

Waites, Lucius. Sense of direction, the arrow and the alphabet. *Bulletin of the Orton Society*, 1980, *30*, 277-283.

Postulates that difficulty with a symbol of direction and spatial orientation, such as an arrow, may indicate the presence of additional problems in manipulating language symbols, specifically, the alphabet, in space, and particularly with reversals and translocations of the letters in writing. Sought to ascertain the chronological age at which normal children are able to draw an arrow spontaneously, by involving 1,477 normal adults from the freshmen class in a community college in an endeavor to determine the type of arrow drawn. Subsequent to this, 1,621 children, from 4 to 10 years of age, were studied to determine when an arrow can be drawn from memory, when reproduced after a brief visual stimulus, and to ascertain the age at which copying begins from constant visual stimuli. The same normal adult and child groupings were utilized in a so-called alphabet study to establish norms. Comparisons were made with the alphabet writing of 198 children with diagnosed primary reading disability (specific dyslexia). Forty percent of the dyslexic pupils compared with 15% of the normals at age 10 were still making errors; at age 14, the percentages were nearly the same. Obstacles prevented the accumulation of data on the Arrow Form Study with the dyslexic population, thus rendering the investigation incomplete.

Hoffman, Louis G. The effect of accommodative deficiencies on the developmental level of perceptual skills. *American Journal of Optometry and Physiological Optics*, March 1982, *59*, 254-262.

Examines the relation between accommodative difficulties to visual-motor perceptual abilities in children ages 5 to 13. Subjects for the study were patients at a college optometry clinic and had accommodative functioning as their primary deficit. A pre- and posttest developmental perceptual profile was obtained on each and covered four categories: I-Gross motor skills and bilateral integration; II-Visual perceptual discrimination and attention skills; III-Visual motor integration and organization abilitis; and IV-Auditory perceptual discrimination, integration, and attention abilities. Children were divided into three age groups (5 to 7-11, 8 to 10-11, and 11 to 13-11) and placed in an experimental or control group. Numbers for the three age groups, respectively, were 20 experimental and 5 control, 14 experimental and 12 control, and 10 experimental and 10 control. Treatment sessions for the accommodative deficiency were tailored to the individual child and generally consisted of monocular, bi-ocular, and binocular accommodative facility activities; and accommodative facility therapy in conjunction with both base-in and base-out fusional activities. Treatment sessions ranged from 8 to 19 office visits over a 2 to 4.5 months period with 15 to 20 minutes of daily home therapy prescribed. Improvement in the post-therapy profiles showed greater improvement for experimentals over controls with the greatest change in performance occuring in the youngest age group. The two older groups showed little difference between the experimentals and controls. Subtests that showed over 60% improvement after treatment were in Categories II and III, the visual categories. A supplementary study done with 18 children who had no accommodative problems showed that the visual perceptual skills were affected by placing subjects in an accommodative stress situation.

MODIANO, NANCY; MALDONADO, P. LUZ MARIA; & VILLASANA, B. SUSANA. Accurate perception of colored illustration: Rates of comprehension in Mexican-Indian children. *Journal of Cross-Cultural Psychology*, December 1982, *13*, 490-495.

Administers a painting and a photograph of each of 11 objects or concepts to 71 Mexican-Indian children in an effort to determine if there were differences in perception among them. Materials were selected from first and second grade texts and administered to the kindergarten children. An average of 80% of photographs and paintings were correctly identified; boys scored better than girls. Three stimuli (behind, fire, sun) were most difficult to identify.

IV-7 Auditory perception and reading

JOHNSTON, RHONA S. Phonological coding in dyslexic readers. *British Journal of Psychology*, November 1982, *73*, 455-460.

Studies the ability of dyslexic children to recall auditorily presented rhyming and non-rhyming letter strings and compares the results with those from control groups. There were 10 dyslexic children each at ages 9, 12, and 14. For each group of dyslexics, there were 10 chronological and 10 reading age (RA) control children; additionally, at age 9, there was a second chronological age group of 10 who scored high on the *British Abilities Scale Word Reading Test*, which was given to all children. Children were presented the letter strings and asked to recall them. Nine-year-olds recalled five-letter strings; 12-year-olds, six items; and 14-year-olds, seven items. Dyslexics' recall of both rhyming and non-rhyming items was poorer than that of CA controls but similar to that of RA controls. Thus, the findings argued against the assertion that all poor readers show a weak phonemic confusability effect and that they either have poorer access to a phonetic code or access to a degraded phonetic representation.

IV-8 Reading and language abilities

ROBECK, CAROL P., & WISEMAN, DONNA. The development of literacy in middle-class preschool children. *Reading Psychology*, April-June 1983, *3*, 105-116.

Investigates the metalinguistic knowledge acquired prior to formal instruction by young children and examines the relationship between evolving writing and reading behaviors. Data were collected on 20 children, ages 4-1 to 5-11. Several interview questionnaires and instruments were used to collect data: the *Preschool Concepts of Reading, Preschool Concepts of Writing, Book Handling Knowledge,* and the *Sand Test*. Additionally, the *Stanford-Binet Intelligence Scale* was administered. The number of categories of reading behaviors demonstrated by any one child ranged from one to 25. The observed writing behaviors resulted in 21 categories. Coefficient correlations with IQ were .275 with writing knowledge and .407 with reading. A coefficient of .599 was reported between writing and reading.

MURRAY, LINDA A., & MALIPHANT, R. Developmental aspects of the use of linguistic and graphemic information during reading. *British Journal of Educational Psychology*, June 1982, *52*, 155-169.

Examines the use of syntactic, semantic, and graphemic information by 26 first-year and 29 second-year junior school pupils in North London through a cloze task and an error-detection task. Reading ability was assessed on the basis of two 40-word lists (WRT) selected from the *Graded Word Reading Test* and the *Burt Word Reading Test*. In addition, teachers were asked to rate each child's overall reading ability on a five-point scale. Children were assigned to high or low reading ability groups on the basis of the WRT scores. Four passages, two from each of two reading series, were used. An every sixth-word deletion pattern was followed with 20 to 22 blanks for the cloze. For the error task, the cloze passage blanks were replaced with some graphemic stimulus other than the original word, each representing a graphemic, semantic, syntactic, or syntactic/semantic error. All children did all four passages but with the task type alternating. Second-year children used all three types of information better than did first-year pupils, and good readers better than poor readers. Semantic information is used initially less effectively than syntactic information, but the two do not differ by the second-year junior school level.

GELLER, LINDA GIBSON. Children's rhymes and literacy learning: Making connections. *Language Arts*, February 1983, *60*, 184-193.

Explores the possible contributions that verse language makes to children's literacy learning. Research support for the connections among uses of rhymes and processes of language learning is presented. The preliminary section deals with the very young child's categorization and use of speech sounds. Although only one research report is referred to, the second section of the article focusses on early reading acquisition and the role of verse language. A final section views how exploring verse language can aid in mastery of spelling.

ROSENBLUM, DAVIDA R., & STEPHENS, M. IRENE. Correlates of syntactic development in kindergarteners: Deficiency vs. proficiency. *Brain and Language*, May 1981, *13*, 103-117.

Searches for correlates of syntactic development in kindergarteners. The *Stephens Oral Language Screening Test* (SOLST), an instrument which in its various forms uses a method of elicited sentence imitation, was used to establish two groups differing in syntactic ability or development on the basis of SOLST errors scored. Each group consisted of 10 girls and 10 boys with the experimental group having a mean age of 5-8 years and the control group a mean age of 5-10 years. All subjects in either group were required to have IQ (as measured on the *Peabody Picture Vocabulary Test*) of 90 or above and normal and equal hearing in both ears at the speech frequencies. Numerous instruments were administered to these two groups to establish visual motor integration manual dexterity, right ear advantage, expressive syntax, sentence comprehension. The *Draw-a-Man Test* was the nonverbal measure of intelligence. Reading readiness was assessed by the *Murphy-Durrell Reading Readiness Analyses*. Two years later reading achievement was measured by the reading portion of the *Iowa Test of Basic Skills*. Differences between groups were established for 8 of the 11 criterion variables; the differences were significant and demonstrated that the differences in performances between the two groups could not be explained by the differences in IQ. An extensive discussion section deals with a critical examination of the instruments employed, of the data and the analyses.

DURKIN, KEVIN. The development of spatial and temporal reference in children during the school years: Implications for, and interactions with, the development of literacy. In Malcolm P. Douglass (Ed.) *Claremont Reading Conference Forty-Sixth Yearbook*, 1982, 184-191.

Summarizes briefly selected literature dealing with young children's understanding of spatial and temporal prepositions in oral language. Implications for reading instruction are suggested.

SINATRA, RICHARD. Brain research sheds light on language learning. *Educational Leadership*, May 1983, *40*(8), 9-12.

Employs recent brain research to build an argument for cultivating and rewarding nonverbal modes of learning in children, particularly those children who show superior ability in these areas. The author pleads for a broadening of education to include the nonverbal mode of thought and feels that schools emphasize children's power of nonverbal and analogic thinking because of the prestige allotted to written literacy.

HIEBERT, ELFRIEDA H. The relationship of logical reasoning ability, oral language comprehension, and home experiences to preschool children's awarness. *Journal of Reading Behavior*, Winter 1980, 2, 313-324.

Seeks to determine relationships of logical reasoning ability, oral language comprehension, and home experiences to preschoolers' print awareness. Sixty subjects, 20 each at ages three, four, and five, were tested. Information on home experiences was obtained by surveying parents on their own reading habits and the reading-related activities in which they engaged with their children. Logical reasoning ability was determined by composite performance on three Piaget-type tasks: dichotomous sorting, serial ordering, and conservation of number. The *Peabody Picture Vocabulary Test*, (PPVT) and an abbreviated form of the *Miller-Yoder Test of Grammatical Construction* were used to assess oral language comprehension. Measures of print awareness included a letter recognition test; the auditory and visual discrimination subtests of the *Prereading Skills Test*; and two concepts of print measures, a processes measure and a measure of purposes. Three measures: logical reasoning ability, lexical comprehension (PPVT), and home teaching activities, provided the best overall model in accounting for differences in children's performance across the print awareness measures.

PUGH, A.K. Linguistic emphases in recent reading research. In Sister Marian Walsh (Compiler) *Proceedings of the Fifth Annual Conference of the Reading Association of Ireland*. Dublin, Ireland: Reading Association of Ireland, 1980, 32-45.

Considers the effect and findings of linguistic research on reading. In particular, four areas are examined: linguistic methods of teaching reading; dialect, code-switching and reading; psycholinguistics of reading; analysis of text and discourse.

SULZBY, ELIZABETH. Oral and written language mode adaptations in stories by kindergarten children. *Journal of Reading Behavior*, 1982, *14*(1), 51-59.

Describes differences between storytelling and story dictation for 24 beginning kindergarten children in an upper-middle class suburban community. Two story collection sessions were held, each on an individual basis. In each session, three language productions were obtained: a told story, a dictated story, and a handwritten story. Samples of re-reading and editing were gathered for the two written versions and used as assessments of emergent reading ability (Reading Judgments), and scores on the *Metropolitan Readiness Test*, Level 1, (MRT) were obtained. The rank order coefficient correlation between Reading Judgments and the MRT was .37. Twelve of the children made an observable distinction between dictation and telling; 14 children sounded as if they were dictating for both of their dictated stories, with 2 others sounding as if they were dictating on the second story. The adaptations to mode (writing or conversational) made were related to the degree of reading-related abilities in a child.

ECKHOFF, BARBARA. How reading affects children's writing. *Language Arts*, May 1983, *60*, 607-616.

Explores possible effects of children's reading on their writing by analyzing reading texts and the writing samples of these children. The subjects were second-graders; one class utilized a series of readers designated as Basal A which more closely matched the style and complexity of literary prose, while Basal B subjects were involved with a series using the simplified style found in many basal reading texts. All 17 children reading the Basal A series were in the 2.2 reader; of 20 reading in Basal B, four were in the 1.2 reader, three in the 2.1, seven in the 2.2, and six in the 3.1 book. In order to systematically sample the books, stories in each text were classified as expository, narrative, or fairy tale, and 20-25 five-sentence segments extracted which exemplified the writing styles. Two writing stimuli were employed, one expository and one narrative. In the texts and writing samples, style, format, and frequency of occurrence of linguistic structures were analyzed. Comparisons of the two groups yielded much variation and strong differences, but the writing of the children did reflect features of the series read. The writing of Basal B children in general was less elaborate than that of Basal A children. The Basal A children added to the linguistic complexity of their sentences by using complex verb forms, subordinate clauses, and infinitive and participial phrases. Basal B children tended to copy the format of the reading texts by writing one sentence per line.

SANFORD A.J., & GARROD, S.C. *Understanding Written Language*. New York: John Wiley & Sons Ltd., 1981.

Presents an outline of how the component sentences of a piece of written discourse become integrated into a final mental representation. The book is divided into two major parts. The first part gives a succinct review of the recent work on text processing by psychologists. The second part of the book details the authors' own work on reference.

STOTSKY, SANDRA. Research on reading/writing relationships: A synthesis and suggested directions. *Language Arts*, May 1983, *60*, 627-642.

Synthesizes the findings from research on reading/writing relationships under the following headings: Correlation studies, Studies examining the influence of writing on reading, Studies examining the influence of reading upon writing, Summary and conclusions, and Directions for further research. An extensive reference listing is included. The author summarizes the correlational research by stating that they reveal that better writers 1) tend to be better readers, 2) tend to read more than poorer writers, and 3) tend to produce more syntactically mature writing than do poorer readers. Experiments that have taught writing in order to improve writing skills have shown little significant effects on reading; however, when writing has been used to improve reading, gains in reading comprehension or retention have resulted. Almost all studies seeking to improve writing through reading instruction have shown this to be ineffective. Again, however, research that sought to improve writing by providing reading experience in place of grammar study or additional writing experiences found that the reading was as beneficial or more so than the grammar or writing. The author concludes that until there is stronger evidence to the contrary, writing instruction does not appear to be a substitute for reading instruction and vice versa. Reading experience, though, may be as critical a factor in developing writing ability as writing instruction itself.

FAVREAU, MICHELINE; KOMODA; MELVIN K.; & SEGALOWITZ, NORMAN. Second language reading: Implications of the word superiority effect in skilled bilinguals. *Canadian Journal of Psychology*, December 1980, *34*, 370-380.

Examines the role orthographic redundancies play in second language reading by skilled English-French bilinguals by presenting participants with first and second language word, anagram, and single-letter stimuli in both a precue and postcue condition. Twelve subjects, identified only as representing themselves to be native speakers of English but fluent in French, were tested and found to possess balanced listening and comprehension skills but slower second language reading skills. Experiment I provided tasks to assess the subjects' ability to utilize orthographic redundancies in English and in French in the identification of target letters. Experiment II, which utilized nine subjects who had previously been involved in the initial activity, confronted these individuals with *word* instead of single-letter stimuli to determine the critical durations of each language condition. Results for the first experiment disclosed no word superiority effect with second language stimuli although an effect was found with first language stimuli. In the second experiment it was established that subjects required additional processing time to demonstrate a word superiority effect in the second language. Together the findings revealed that skilled bilinguals are less efficient in using orthographic redundancies for letter identification in their second as compared with their first language.

GROEBEL, LILLIAN. A comparison of students' reading comprehension in the native language with their reading comprehension in the target language. *English Language Teaching Journal*, October 1980, *35*, 54-59.

Reports the results of a testing program involving 454 university students in Israel which was designed to discover whether the level of reading comprehension of participants' native language correlated with their level of comprehension in English. Of particular concern were the critical and evaluative factors of reading. The criterion was a standardized test of reading comprehension (not otherwise identified) consisting of two equivalent subtests, one of Hebrew texts and the second with English texts, each with 15 multiple-choice questions. These two subtests were administered to 386 native speakers of Hebrew and to 68 students who were native speakers of other languages (Arabic, Russian, Spanish, French, Roumanian, and Polish). For the 368 students, the correlation coefficient between Hebrew and English scores was .315, for the non-native speakers of Hebrew (for these both Hebrew and English were foreign) the coefficient was found to be .425. An item analysis was undertaken and it revealed that in general the questions were valid and correlated with overall total scores on each of the English and Hebrew sections.

LASS, BONNIE. Improving reading skills: The relationship between the oral language of black English speakers and their reading achievement. *Urban Education*, January 1980, *14*, 437-447.

Endeavors to ascertain whether black speakers are likely to encounter problems in reading standard English and if code-switching ability (using different language varieties in varied social settings) tended to be related to better reading. Subjects were 36 girls and 36 boys identified as black English speakers randomly selected from the black populations of the second, fourth, sixth, and eighth grades of three Title I schools. Two samples of sustained speech were collected to determine dialect varity and code-switching ability and these were correlated with raw scores from the *SRA Assessment Survey*, reading subtest. In Speech Sample I, subjects' taped retelling of a story heard in black English was analyzed. For Speech Sample II, subjects were told to use "proper school talk" in retelling a story heard in standard English. This retelling was taped and analyzed also. A two-way variance was performed for each oral language variable in order to assess possible grade level and sex differences. The findings were judged to be nonsignificant.

TROUTMAN, DENISE E., & FALK, JULIA S. Speaking Black English and reading—Is there a problem of interference? *Journal of Negro Education*, Spring 1982, *51*, 123-133.

Presents and discusses research findings dealing with dialect interference and reading of Black English speakers. The authors conclude that there is little evidence to support the concept of Black English interference in the reading performance of black children. However, shortcomings in the existing research are noted and more sophisticated research is called for.

FRIEDENBERG, JOAN E. Some new findings on bilingual children and reading. *Phi Delta Kappan*, February 1983, *64*, 439-440.

Compares the reading scores of 53 Spanish-speaking pupils who learned to read only in English with scores of 249 Spanish-speaking children who were taught to read in both English and Spanish simultaneously. Reading scores were collected on the first *Stanford Achievement Test* administered after the children had left the English as a Second Language program. Children who learned to read simultaneously in both languages scored significantly higher than did their counterparts.

MESTRE, JOSE P.; GERACE, WILLIAM J.; & LOCHHEAD, JACK. The interdependence of language and translational math skills among bilingual Hispanic engineering students. *Journal of Research in Science Teaching*, May 1982, *19*, 399-410.

Investigates the performance in English and Spanish of 43 Hispanic engineering and science majors on a task that involved reading a sentence describing a mathematical relationship between two variables and then writing an equation describing the relationship. Two groups of subjects participated, the 43 bilinguals and 53 monolinguals. Four exams were administered. Language proficiency was assessed by the *Test of Reading*, Level 5, and *Prueba de Lectura*, Nivel 5. In addition, two locally designed tests of 14 questions each were administered: Formula Translation and Traduccion de Formulas. Comparison of the two groups showed that performance, as assessed by either the mathematical translation task or grade point average, was more highly correlated with language proficiency for the bilingual group. Nine bilinguals were asked to introspect while solving three problems. At least two of the nine students made five types of errors in common. The five error types are discussed.

JANSKY, JEANNETTE J. Language disability: A case study. *Bulletin of the Orton Society*, 1980, *30*, 252-267.

Describes the intertwining of linguistic, cognitive and emotional elements in their development in a boy, age 11-7, with a severe language disability. Development proceeded through the usual stages and at the expected ages, yet with shifts and interactions that would appear to be functions of individual development style, and also, possibly, of intervention. The case-study writer was particularly struck by the diminishing significance of language comprehension difficulties and believed that early problem identification and intervention spanning almost seven years, witnessing developmental regressions and advances, permitted observations that might have eluded statistical treatment soley. The close relationship of student and theorist present over a protracted period was believed to have produced a steadying effect and that had led to the investment of verbal content with more richly textured meanings.

DONAHUE, MAVIS; PEARL, RUTH; & BRYAN, TANIS. Learning disabled children's syntactic proficiency on a communicative task. *Journal of Speech and Hearing Disorders*, November 1982, *47*, 397-403.

Collects oral language samples from learning disabled (LD) and nondisabled children in grades 2, 4, 6, and 8 and compares them for syntactic proficiency. LD subjects were selected on the bases of *Peabody Picture Vocabulary Test* (PPVT) scores (90 or above), teacher ratings, and reading achievement scores below the 40th percentile on either the *SRA Achievement Series Test* or the reading subtest of the *Woodcock-Johnson Psycho-Educational Battery*. Normal children were matched with LDs on school attended, grade, and sex. They received average or above average teacher ratings and scored above the 40th percentile on the reading test. For this study there were four LD and four nondisabled children selected randomly at each grade level. For the oral language sample, each child was required to describe a series of 16 abstract figures to an examiner. The total number of words and total number of t-units produced were assessed. Measures of syntactic complexity used were number of words per t-unit, number of words per main clause, number of subordinate clauses per t-unit, and number of words per subordinate clause. Analysis of variance procedures was used in analyzing data. Learning disabled children produced fewer words per t-unit and shorter main clauses than nondisabled readers. The two groups did not differ in the number of words or t-units produced, however. A significant increase in syntactic complexity occurred only between grades two and four, followed by a gradual decrease in grades six and eight.

BYRNE, BRIAN. Linguistic and cognitive correlates of reading disability. *Reading Education: A Journal for Australian Teachers*, Autumn 1983, *8*(1), 24-29.

Presents evidence, primarily from the author's research, supporting the thesis that success in learning to read is dependent to a large extent on whether or not certain implicit language related understandings and processes become explicit. Primarily these understandings are related to the ability to chuck or segment the language flow into its phonemic constituents. The evidence cited documents that reading disabled individuals have a lack of phonetic focus when compared to good readers. However, the author states that all reading difficulties cannot be blamed upon linguistic immaturities.

WHYTE, JEAN. Levels of language competence and reading ability: An exploratory investigation. *Journal of Research in Reading*, September 1982, *5*, 123-132.

Asks whether adults who had failed to learn to read as children would perform as well as normal reading adults on language tasks calling for communicative and analytic competence. Additionally, the relationship between performance on these language tasks and vocabulary comprehension and intelligence was investigated. Subjects were 20 male adult literacy students, ages 20 to 45, and 22 normal reading males of similar age, socioeconomic background, and mental ability. Literacy students had scores within the average range on the WAIS Performance Scale and reading ages below eight on the *Burt Word Recognition Test*. Normal reading adults had reading ages of 12+ on the Burt and were attending training courses in connection with their employment. The *Mill Hill Vocabulary Scale* was administered to all subjects. Communicative competence was assessed by having subjects execute two tasks; analytic competence was assessed by three short tasks in which subjects were to listen to tapes, then state what the tape was about and supply a suitable title. No significant differences were found between the two groups on the communicative competence tasks or on the recall of ideas for the analytic competence tasks. However, normal readers tended to do better on the analytic tasks of grasping the central theme and assigning a title. Grasp of central theme was significantly correlated with IQ (.66) for normal readers but not for adult literacy students; with the vocabulary score, grasp of central theme correlated .70 for normal readers but again was nonsignificant for literacy students. The author interpreted the results as suggesting that the adult literacy students have a deficiency in their competence in interpreting and organizing semantic cues from verbally presented material and that this hinders them in determining the relative importance of the ideas being presented.

HARRIS, JOHN. Speaking, listening and reading in Irish. In Seamas Holland (Compiler) *Proceedings of the Fourth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1979, 16-27.

Examines the relationship between speaking andd listening skills in Irish and reading skills in Irish as assessed by four subtests of the *Drumcondra Irish Test* (DIT), Level 3. The speaking and listening tests were also standardized measures. The DIT subtests included spelling, reading-vocabulary, reading comprehension, and usage. Speaking subtest scores showed higher relationships with DIT scores than did listening scores. The mean coefficient between listening and reading-vocabulary and comprehension was .57; between speaking and reading scores, .69.

REILLY, RONAN. Language representation. In Sister Marian Walsh (Compiler) *Proceedings of the Sixth Annual Conference of the Reading Association of Ireland.* Dublin , Ireland: Reading Association of Ireland, 1981, 132-149.

Outlines two models of language representation found in the field of cognitive science and tests predictions relative to how verbs are cognitively represented and how anaphoric reference is dealt with based on the two models. Eight core sentences were constructed in six ways: 1) each containing a simple verb with "it" referring to the object of the verb; 2) same as 1 but with a more complex verb; 3) same as 1 but the reference was to an action in the sentence; 4) same as 2 but the reference was to an action in the sentence; 5) a sentence with a simple verb, but with the appropriate pronoun continuation of the sentence to be selected by the subject; and 6) same as 5 but with a complex verb. Subjects were 31 staff and third-year students at an Irish college. The 48 sentences were presented on a computer screen in two parts. The first part was timed, and, when completed, the subject was shown three possible word pairs to finish the sentence. Two of these three pairs contained pronouns which referred to the object or the action in the previous clause; the third pair consisted of pronouns which were both valid continuations of the sentence. Each subject's time was averaged over the eight sentences. Sentences with simple verbs were viewed for shorter times than sentences with complex verbs. An object reference was processed faster than an action reference.

GARDNER, PAUL L. Students' difficulties with logical connectives in everyday contexts. *Australian Journal of Reading*, March 1983, *6*, 12-18.

Describes a project which sought to identify a list of the more commonly occurring logical connectives, to develop a set of test items to measure comprehension of those connectives, and to obtain data from a representative sample of secondary school students in Years 7-10, on their abilities and difficulties. Focus of the thrust was upon the use of logical connectives in science and the frequency counts used to identify the more common logical connectives drived from scientific material. However, the test item bank contained items testing logical connectives in both scientific and everyday contexts. Only the everyday items presented in this report. A systematic sample randomly drawn from 46 Victorian secondary schools yielded data from 16,530 students. Categorized as relatively difficult and particularly difficult, 20 terms which were difficult for a variety of reasons: lack of ability to carry out syllogistic reasoning using logical operators such as *only if* or *if* is obviously more difficult than the ability to use these terms correctly in sentences. Other difficulties are possibly the result of unfamiliarity: *hence* and *therefore; conversely*, which was tested in its strict logical sense.

BEAUMONT, CLARE. Reading relative clauses. *Journal of Research in Reading*, 1982, *5*, 29-41.

Investigates one aspect of maturity in knowledge of language structure in children's ability to read and understand sentences containing relative clauses (RC) when the relative pronoun ("that") is present and when it (and the auxiliary verb) is/are omitted (i.e., or when a participial phrase is substituted). Subjects, 19 boys and 9 girls were 7-6 to 7-10 years old with reading ages 6-11:3 on *The Burt Reading Test*. Three tests were administered over two consecutive days. Scoring which included credit for partially correct answers where either the main or relative clause was understood, permitted the calculation of the relative difficulty of each sentence. Results indicated that there was no significant subject-pronoun deletion effect but there was a significant object-pronoun deletion effect.

FUSARO, JOSEPH A. The effect of passive sentence reversibility on reading comprehension. In Seamas Holland (Compiler) *Proceedings of the Fourth Annual Conference of the Reading Association of Ireland*. Dublin, Ireland: Reading Association of Ireland, 1979, 75-78.

Views sex differences in the ability of second graders to comprehend reversible and nonreversible sentences. The 25 boys and 25 girls involved were asked to read 6 reversible active sentences, 6 reversible passive sentences, and 6 nonreversible passive sentences. Sentences were projected one at a time on a screen, and pupils were given five seconds to read each. They were then asked a question about each, the answer to which was always the noun that would be the subject of the active form of the sentence. No sex differences in ability were found. Active reversible sentences and nonreversible passive sentences were easier to comprehend than reversible passive sentences.

CIOFFI, GRANT. Recognition of sentence structure in meaningful prose by good comprehenders and skilled decoders. *Journal of Reading Behavior*, 1982, *14*, 87-92.

Compares the abilities of skilled decoders and good comprehenders in recognizing sentence structure in text. Subjects were 72 grade three and four pupils, 36 of whom were identified as skilled decoders and 36 as good comprehenders. Identification was made on the basis of teacher judgment plus subtest scores on Sight Vocabulary from the *Metropolitan Achievment Test* and on Comprehension from the *Stanford Diagnostic Reading Test*. Pupils were required to score at the 50th percentile or above on sight vocabulary. The mean score for skilled decoders on comprehension was 41st percentile and 80th percentile for good comprehenders. Pupils read either a fiction or a nonfiction passage and then were asked to parse each sentence in the passage in three places according to where it would make sense to pause while reading orally. Pupils received a sentence parsing based on the number of times his markings agreed with the group judgments of the good comprehenders. Good comprehenders identified more pause locations than did skilled decoders. All pupils identified significantly more pauses in the fiction than in the nonfiction passage. The two groups were homogeneous relative to their distribution of pause locations over five major categories: Between Clauses, Within Clauses, Within Conjoined Phrases, Within Phrase, and Other Structures.

Eder, Donna. Differences in communicative styles across ability groups. In Louise Cherry Wilkinson (Ed.) *Communicating in the Classroom.* New York: Academic Press, 1982, 245-264.

Examines the differences in and development of communication styles in ability-based reading groups in one first-grade classroom containing 13 boys and 10 girls. Pupils had been assigned to one of four ability-based reading groups during the first week of school, primarily on the basis of kindergarten teachers' recommendations. Reading lessons were videotaped on four days in the second and third months of the school year at approximately two-week intervals. Taping was done on different days of the week. In the spring, each group was again taped on four days, approximately two weeks apart. General class meetings were also videotaped on six days. All videotaped lessons were transcribed and coded into topical and nontopical acts. In addition, all reading turn interruptions and teacher responses on three days in the fall and three days in the spring were examined and compared. Pupils in the top group were more capable of gaining access to the floor than were children in the other groups. In both the reading lesson and the class meeting, over half of all pupil initiations were made by top group members. Top group members also had the most teacher-acknowledged comments. Thus, pupils had different levels of communicative competence at the beginning of the year. Member of the two top groups made more topically relevant initiations early in the year. Reading turn interruptions were common in all groups at the beginning of the school year. The teacher responded differently to interruptions, with pupils in the high group often being reprimanded while pupils in the low group were acknowledged. In the spring, high group pupils made fewer interruptions than low group pupils. The findings suggest that pupils are being socialized to different communicative norms depending on their assigned reading group.

Robeck, Carol P. A study of cognitive style, knowledge of linguistic concepts, and reading achievement of first and third grade children. *Reading World,* December 1982, *22*, 98-110.

Investigates the relationship among cognitive style, understanding of linguistic concepts, and knowledge of word boundaries; also studies the relationship of these cognitive variables with three measures of reading in beginning and more advanced readers. Data were collected on 35 first-grade and 31 third-grade children. Cognitive style was assessed by the *Children's Embedded Figures Test*; 25 auditory stimuli in five categories were used to establish understanding of linguistic concepts such as "word," "sentence," and "letter-sound"; and eight sentences were presented to determine children's knowledge of word boundaries. The *Pupil Placement Tests*, an individual reading inventory, was the measure of reading used. Three measures of reading achievement were obtained: oral reading comprehension, silent reading comprehension, and word recognition. Growth was found from first- to third-grade for field independence as well as for understanding of linguistic concepts and word boundaries. The range of scores for the latter two measures was not substantially different at third grade from first grade. Multiple stepwise regression analysis indicated that the three predictor variables accounted for 50% or more of the variance in all three criterion measures at grade one. However, by grade three, they accounted for only between 21%-37% of the variance.

IV-9 Vocabulary and word identification

Lass, Bonnie. Portrait of my son as an early reader. *The Reading Teacher,* October 1982, *36*, 20-28.

Observes and documents the development of prereading and reading behaviors in the author's son from birth to two. Records were maintained twice a month in diary form for the first 18 months and more frequently thereafter. In the report, behaviors are presented in six categories: 1) interest in and skill with print, 2) interest in and ability with written words, 3) interest in books as playthings, 4) enjoyment of the content of books, 5) oral language play, and 6) an interest in writing. The author first became aware that her son recognized letters of the alphabet as a separate category of visual stimulus at 17 months when he began to call all letters "B" or "D". By age two, he was able to identify all uppercase and most lowercase letters. At 22 months of age, he recognized and read his name. Shortly before his second birthday, a number of words, previously recognized only in a familiar context such as a store sign, became recognizable in isolation. Interest in Mother Goose rhymes appeared at 18 months but gave way to an interest in realism from 22 months on. At 20 months, the child began to go over letters and numbers written by one of his parents in a pad, recited the names, and scribbled over them. The author notes that systematic instruction may be unnecessary for certain reading behaviors.

LASS, BONNIE. Portrait of my son as an early reader II. *The Reading Teacher*, February 1983, *36*, 508-515.

Details the growth in reading skills and interests of the author's son during his third year. The most noticeable aspect of growth came in sight vocabulary. He appeared to learn words in categories such as colors and animals. It was noted that while his sight vocabulary grew, some words were forgotten. Phonics knowledge came from a television program and from the day care center. By age 2-11, the child knew most of the important consonant sound-letter associations except for those associated with k or c, qu, and x. Other aspects of his skills, interests, and self-image as a reader are presented. The author draws five conclusions from her case study: 1) readability is determined by length of discourse unit along with self-selected material, 2) the desire to read is as important as word identification and comprehension abilities, 3) the requirements of readiness programs may be more difficult than what is necessary to begin reading, 4) children's literature is a rich source for instruction, and 5) early reading ability has measurable benefits.

BADDELEY, ALAN. Reading and working memory. *Bulletin of the British Psychological Society*, November 1982, *35*, 414-417.

Reviews the author's research in the area of working memory with particular emphasis upon its applications to understanding both fluent and beginning reading. The author summarizes the implications of his research findings by suggesting the adoption of two simple strategies in teaching beginning reading. The first is to encourage children to scan words for phonological irregularities before attempting to decode them. The second is to discourage children from decoding individual consonants but to decode consonant-vowel pairs or clusters.

SCHWANTES, FREDERICK M. Relationship between context effects and mode of lexical access during word recognition. *Reading Research Quarterly*, Spring 1983, *18*, 295-305.

Investigates the effects of different modes of lexical access on the use of context during word recognition. Two experiments are reported, both using 16 undergraduates in an introductory psychology class as subjects. In Experiment 1, subjects were to give a "yes/no" response to whether or not a target item sounded like a word. Target items were in five conditions: congruous words, homophone words, pseudohomophones, incongruous pseudohomophones, and nonwords. Sixty targets were preceded by a seven-word context; 60 different targets were presented in a no context condition. In Experiment 2, a lexical decision task was utilized with the same stimuli as in Experiment 1, with the exception of nonwords and their respective contexts. When the task required judging whether an item did or did not sound like a word, decision times were faster for those target items which sounded congruous with preceding context; decision times were slower for those targets which neither sounded nor looked congruous with the context. When the task involved deciding whether the target was a word or not, the only context effect obtained was that of facilitation for those targets which both sounded and looked congruous with the context.

UNDERWOOD, GEOFFREY; WHITFIELD, ALISON; & WINFIELD, JANE. Effects of contextual constraints and non-fixated words in a simple reading task. *Journal of Research in Reading*, September 1982, *5*, 89-100.

Uses lateralized presentations of unattended words and eye movement photography with 10 British university students to determine the effects of the meanings of unattended words upon the naming of attended words. Stimuli were 80 sentences with a noun as the terminal word. Terminal words were either congruous or incongruous with the context of the sentence. Terminal words appeared in the center of a separate card with a distractor word, similar in length and frequency of occurrence, appearing to the left or right of the terminal word. Distractors were either congruous or incongruous with the sentence also. Terminal and distractor words were displayed for 150 msec. Subjects were encouraged to ignore distractors by concentrating on the center of the visual field. Congruency between sentence and word facilitated naming, but the presence of an unattended word in the right visual field confounded this relationship. A congruent unattended word interfered with the naming of an incongruent unattended word, but if the unattended word was also congruent, then the naming response was facilitated. This relationship did not hold for unattended words presented in the left visual field and which did not appear to have been processed for meaning.

THOMPSON, G.B. Semantic context and graphic processing in the acquisition of reading. *British Journal of Educational Psychology*, November 1981, *51*, 291-300.

Provides tests of predictions about children's use of semantic contextual processing information in reading, under conditions of minimal experience with graphic processing. Two experiments are reported. The first employed 24 first-grade children from two state schools in Australia; the second involved 24 third-grade and 24 sixth-grade children from the same school district. WISC-R Vocabulary subtest scores and *Wide Range Achievement Test* scores were available for all children. In Experiment 1, children read passages of continuous text with normal and low semantic constraints under three conditions: lower case, upper case, mixed case. The same passages were read in Experiment 2 under a different set of graphic conditions, including cursive handwriting. In both experiments, for conditions in which reading was slower than one second per word, children made considerable use of semantic context for word identification, relative to conditions in which reading was faster. There was a positive effect of semantic contextual constraint on word identification performance under conditions of graphic processing in which the subjects had no previous practice. The effect on word identification performance was at least as great under these conditions as it was when graphic processing was well practiced.

TEWILLIGER, PAUL N., & KOLKER, BRENDA S. The effects of learning confusable words on subsequent learning of high or low imagery words. *Reading World*, May 1983, *21*, 286-292.

Studies the effects of type of words learned initially by beginning first graders on the subsequent learning rate of words. A final sample of 94 grade-one pupils were assigned at random to one of four groups for a three-week period, with the first week considered a training week. During the training week, children learned confusable or non-confusable words. Confusable words were 26 words with at least the first letter the same for every second word. During weeks two and three, children were taught one type of word per week: high or low imagery. When children learned confusable words, the subsequent learning of words was at a faster rate than for those children who learned non-confusable words first. Regardless of the type of words learned initially, high imagery words were learned at a faster rate. The variation within each high imagery group was less than the variation within the low imagery groups.

SIMPSON, GREG B; LORSBACH, THOMAS C.; & WHITEHOUSE, DARRA. Encoding and contextual components of word recognition in good and poor readers. *Journal of Experimental Child Psychology*, February 1983, *35, 161-171.*

Identifies good and poor readers at grades three and six and presents them with 80 pairs of words. Word pairs were presented in either intact or degraded form (with a slash through each letter and before and after the word) and as either related or unrelated pairs. The second word of each pair was the target word. Thirty-two children participated at each grade level. Mean naming latencies for target words were recorded. Sixth graders responded more rapidly than third graders and good readers more rapidly than poor readers. Responses to intact stimuli were faster than to degraded stimuli. Stimulus degradation slowed responses of poor readers more than those of good readers. Poor readers were also slowed more by unrelated pairs than were good readers.

GANSCHOW, LEONORE; WHEELER, DANIEL D.; & KRETSCHMER, JR., RICHARD R. Contextual effects on reading of individual words by reading disabled adolescents with specific learning disabilities. *Learning Disability Quarterly*, Spring 1982, *5*, 145-151.

Examines the influence of context on both decoding and meaning recognition for disabled and normal readers. Subjects were 16 seventh- and eighth-grade reading disabled (LD) boys who scored two years or more below grade level on standardized tests: 16 average reading boys from grades 4, 5, and 6, matched for reading ability with LD boys; and 11 seventh-grade boys and 5 eighth-grade boys, all identified by their teachers as average readers. Materials consisted of 160 test words, divided into four groups. Each group of 40 was incorporated into a story of about 200 words and also types in a list form. Subjects performed four tasks: 1) a list decoding task; 2) a context-condition decoding task; 3) a meaning-recognition task in list condition; and 4) a meaning-recognition task in context condition. Order of tasks and word order within lists were counterbalanced. Context facilitated performance for both decoding and meaning recognition for all readers. LD subjects made significantly more errors on both tasks than did normal reading adolescents. LD scores on meaning-recognition tasks were similar to those of young normal readers, but the LD subjects made more decoding task errors than did younger readers.

MCDOWELL, EUGENE E. Specific aspects of promoting and fading procedures in teaching beginning reading. *Perceptual and Motor Skills*, December 1982, *55*, 1103-1108.

Looks into the effectiveness of prompting and fading procedures on errors during acquisition and on subsequent word recognition skills in beginning reading. A total of 9 kindergarten boys and 21 kindergarten girls were assigned to one of three treatment groups to learn 15 nouns accompanied by simple line drawings. Groups were a prompting-and-fading group in which the pictorial prompts were faded out over four trials; a prompting-only group in which all pictures and words remained visible through four trials; and a no-prompting group which received only the words for four trials. The fifth trial was used as the test and no pictorial prompts were present. Both the prompting-and-fading group and the prompting-group had few errors throughout training, while the no-prompting group showed an initial high error rate which decreased. The prompting-and-fading and no-prompting groups performed significantly better on the word recognition test than the prompting-only group. The difference between the two former groups was not significant.

YOUNG, ANDREW W.; BION, PAMELA J.; & ELLIS, ANDREW W. Age of reading acquistion does not affect visual hemifield asymmetries for naming imageable nouns. *Cortex*, October 1982, *18*, 477-482.

Tests the hypothesis that words learned in reading at an early age would be recognized equally rapidly in either cerebral hemisphere when presented visually. Twenty-four right-handed adults, 12 male and 12 female, acted as subjects. They were presented with two matched sets of 20 nouns, all of high imageability and similar in frequency of occurrence in adult reading materials. Half in each set were four letters and half were five letters in length. One set consisted of nouns learned early in reading based on a corpus of five-year-old British children's writing; the other set did not appear in the writing of 5-, 6-, or 7-year-olds. Nouns were presented in pairs with a different one in each visual hemifield. Subjects were to read the words aloud, reporting the one underlined in red first. Each noun was used once for first report and once for second report in each visual hemifield. An overall right visual hemifield superiority was found for naming all nouns. Low reading age nouns were more accurately named.

STANOVICH, KEITH E. Individual differences in the cognitive processes of reading: I. Word decoding. *Journal of Learning Disabilities*, October 1982, *15*, 485-493.

Concentrates on the processes involved in the reading of individual words as identified from the research literature. Although the evidence cited is sometimes contradictory, the author argues that we need to look at a convergence of evidence employing a wide variety of methodologies. Conclusions resulting from such an analysis are on firmer ground than those that come from a single task. Literature supporting a strong relationship between the ability to recognize words and reading comprehension is cited. The research does not support the conclusion that deficits in early visual information processing operations are an important cause of reading difficulty, but rather that the relationship is minimal or nonexistent. However, the author argues that there is considerable research support indicating that the ability to use a phonological code to access the lexicon is related to reading fluency.

REITSMA, PYTTER. Word-specific knowledge in beginning reading. *Journal of Research in Reading*, February 1983, *6*, 41-56.

Focuses upon the use of graphemic pattern information by beginning readers in the Netherlands. A series of three experiments were performed. In the first, 14 second graders and 15 third graders were asked to read six lists of words containing 10 real words each and six lists of words containing 10 pseudohomophones each. The latter lists were designed to have pronunciations similar to the real words. Reading time andd errors were recorded. One week later, children were asked to write 40 of the words, and spelling errors were recorded. Results suggested that word specific knowledge plays an important role in reading behavior. In the second experiment, 15 second graders andd 10 third graders were asked to read 20 sentences containing correctly spelled words andd 20 sentences in which two pseudohomophones appeared. Pseudohomophones were misread more frequently than words, and the incidence of hesitations was greater before pseudohomophones than before words. In the third experiment, 10 grade one children and 14 grade two pupils read one of three lists of words, each containing 36 real words and 18 pseudohomophones. The real words were selected so that half were familiar in spoken but not in printed form. In first grade, spelling had significant effect only in familiar words. In grade two, reading times of homophone spellings were slower than the reading times of correct spellings. Results of the three studies suggested that children attend to word-specific orthographies when required to obtain the names of printed words.

HARTLEP, KAREN L., & DOLAN, ELLEN. A comparison of readers versus nonreaders in a cognitive synthesis task. *Journal of Reading Behavior*, Fall 1980, *12*, 237-241.

Employs participants from six kindergarten classes identified as "readers," (20 of whom had completed at least two books of the California State Preprimer reading series), and 20 "non-readers," (individuals who had not yet started the reading series), in an endeavor to determine relationships between cognitive synthesis abilities and reading abilities. Tested using eight logographic symbols representing such words as "jump," "over," and "block," all children demonstrated their verbal comprehension of the vocabulary, and neither group had difficulty in learning which word went with each symbol. However, a significant difference was found between children who read and those who were non-readers in the ability to integrate logographs arranged in sentence form. Readers were better able to synthesize information in sentences than were non-readers.

CUNNINGHAM, PATRICIA M. Applying a compare/contrast process to identifying polysyllabic words. *Journal of Reading Behavior*, Fall 1980, *12*, 213-223.

Observes that word identification may be viewed as an interactive process as has comprehension and advances the theory that readers might mediate the identification of an unfamiliar-in-print word by comparing and contrasting it to known words. Forty pupils from fourth and fifth grades, 20 in a control and 20 in an experimental group, were identified; the latter were given 7 1/2 hours of instruction over a three-week period designed: 1) to teach subjects a cognitive word store of polysyllabic words, and 2) to develop a mind set towards identifying an unfamiliar word by comparing and contrasting it with known words. Two posttest measures were used: 1) a list of 15 polysyllabic words originally used to select subjects, and 2) a 100-word story which contained five polysyllabic words, each used twice. Posttest measures to both experimental and control groups indicated that the former correctly identified more untaught polysyllabic words in isolation and in context than did the controls.

HIEBERT, ELFRIEDA H. Comparison of young children's self-selected reading words and basal reading words. *Reading Improvement*, Spring 1983, *20*, 41-44.

Comments on a study which concerned itself with comprehensively describing reading by examining features of words, comparing basal and self-selected vocabularies on the following dimensions: 1) the structural features of words, both in relation to syllabic structure and grapheme-phoneme correspondence; 2) the syntactic function of words; 3) the semantic features of words; and 4) the types of referents represented and their imagery-evoking rating. The children, whose words were analyzed as the self-selected vocabulary, were 14 preschoolers (8 boys and 6 girls) who attended a midwestern daycare facility. They averaged 4-11 in age at the beginning of the study. Chi-square analyses indicated significant differences between the two vocabularies on each of the four dimensions. The final analysis involved a comparison of the imagery ratings by 50 adults of 20 common nouns from each vocabulary. Results of this analysis suggested that children's self-selected words are more imagery-loaded than words in beginning reading books.

KATZ, LEONARD, & FELDMAN, LAURIE B. Relation between pronunciation and recognition of printed words in deep and shallow orthographies. *Journal of Experimental Psychology: Learning, Memory and Cognition*, January 1983, *9*, 157-166.

Uses lexical decision naming tasks to study the relation between word pronunciation and word recognition in English and in Serbo-Croatian. The former has a complex correspondence between spelling and speech; the latter, a simple and direct correspondence. Subjects were 56 students at the University of Belgrade and 68 students at an American university. Subjects were placed into one of four experimental conditions. In each language, 59 nouns varying in length from four to nine letters were selected. Pseudowords were generated from the real words and a semantically related prime was selected. Subjects received either a semantically related or a semantically unrelated list presented tachistoscopically. The lexical decision task called for subjects to decide whether the target was a real word; the naming task required subjects to pronounce each target word or pseudoword. Each target stimulus was preceded by a word that was related or unrelated semantically. Reaction time was assessed. Semantic priming of target words facilitated performance in both lexical decision and naming tasks in English but facilitated only lexical decision for Serbo-Croatian. In the latter language, lexical decision and naming performance were correlated when both tasks were not semantically primed and were uncorrelated when either or both tasks received semantic priming.

FELDMAN, LAURIE BETH, & TURVEY, M.T. Word recognition in Serbo-Croatian is phonologically analytic. *Journal of Experimental Psychology: Human Perception and Performance*, April 1983, *9*, 288-298

Administers a lexical-decision task to bialphabetic readers of Serbo-Croatian. Subjects were 28 first-year psychology students at the University of Belgrade who were shown letter strings in the Cyrillic or Roman alphabets and asked to judge whether they were words or not. Subjects saw 18 Cyrillic words and 18 Cyrillic pseudowords intermixed with 90 Roman words and 90 Roman pseudowords. One group of subjects saw 18 ambiguous Cyrillic words, all of which could be read as a pseudoword in Roman; 18 pure words in Roman; 18 ambiguous Cyrillic pseudowords; and 18 pure pseudowords in Roman. Additionally, they saw a control set of 72 words and 72 pseudowords in Roman. The second group saw the same ambiguous words now in Roman; the pure words written in Cyrillic; 18 ambiguous pseudowords in Roman, in which they were no longer ambiguous; 18 pure pseudowords written in Cyrillic, and the control words. It was found that letter strings that could be assigned both a Roman and a Cyrillic alphabet reading incurred longer latencies than did the unique alphabet transcription of the same word. This within-word phonological-ambiguity effect held for both words and pseudowords, but the effect was greater with words. The magnitude of the difference depended upon the number and distribution of ambiguous charactes in the ambiguous letter string.

GRAVES, MICHAEL F., & GEBHARD, DAVID V. Content teachers' predictions of students' knowledge of specific words. *Reading Psychology*, July-September 1982, *3*, 211-220.

Investigates the accuracy of content teachers and *The Living Word Vocabulary* (LWV) in predicting students' knowledge of specific words. Participants were nine English teachers and seven social studies teachers and their 430 eighth-grade students. Forty words and their meanings were selected randomly from 5,000 listed in the LWV as being known by between 67% and 84% of the grade eight students. Teachers were asked to predict what proportion of their students would know the meaning of each word. Students then took a three-option multiple-choice test over the 40 words. On the average, teachers underestimated students' knowledge of the words by 12% and the LWV overestimated by 3%. Average discrepancy for English teachers was 13%; for social studies teachers, 22%. The accuracy of individual teachers' predictions varied markedly, but in no case was the LWV prediction off by more than 10%.

IV-10 Factors in interpretation

Carr, Kathryn S. The importance of inference skills in the primary grades. *The Reading Teacher*, February 1983, *36*, 518-522.

Utilizes the research on inference questions and experimental background in making some recommendations about teaching inference skills to primary school children. It is noted that the reader constructs inferences during reading in order to make the story coherent, but that children rarely state inferences unless guided to do so by means of probing questions.

Martinez, Miriam. Exploring young children's comprehension through story time talk. *Language Arts*, February 1983, *60*, 202-209.

Makes an appeal for research insights into the beginnings of story comprehension gained from studying story time interactions of children with their parents. Excerpts of such interactions collected from the observations of a 4½-year-old girl sharing picture books with her fatheer are presented and discussed. Observations suggest that the girl attempted to construct both literal and inferential meanings from the texts. Also observed is information suggesting that the adult readder's approach to stories may influence the child's approach in several meaningful ways.

Helper, Malcolm M.; Farber, Edward D.; & Feldgaier, Steven. Alternative thinking and classroom behavior of learning impaired children. *Psychological Reports*, April 1982, *50*, 415-420.

Studies the impact of alternative thinking on overt behavior of 87 learning impaired children in grades two and three. Children involved scored at least five months below grade level on the *Woodcock Reading Mastery Test* and had full scale WISC-R IQs greater than 70. Additionally, 68 of the children met the criterion for disturbed classroom behavior as assessed by the *Devereux Elementary School Behavior Rating Scale*. Pupils were participating in a five-month innovative therapeutic tutoring program. Seven brief stories involving either peer or authority conflict were presented and children were encouraged to present as many alternative solutions as possible. A score was the determined for the total number of different responses. Other instruments administered included the *Bender Visual Motor Gestalt Test, Wepman Auditory Discrimination Test, Doehring Underlining Test*, and classroom sociometric ranking. All tests except for the WISC-R were repeated at the end of the tutoring program. Half the children were assigned randomly to a program designed to stimulate generation of alternative solutions to social problems. This group made less progress in reading as determined by the Woodcock and did not differ from controls at final evaluation on either the measure of alternative solutions or on teacher-rated behavior.

Klein, David M.; Bryant, Jennings; & Zillman, Dolf. Relationship between humor in introductory textbooks and students' evaluations of the texts' appeal and effectiveness. *Psychological Reports*, February 1982, *50*, 235-241.

Examines the relationship between the use of humor in a college textbook and its appeal, persuasability, motivational value, and apparent teaching potential. The 180 undergraduate students used as subjects were randomly assigned a chapter to read from one of 90 introductory communications textbooks. They then completed a six-item questionnaire related to amount learned, interest in the text, enjoyment of the text, persuasiveness of the text, author credibility, and willingness to read more of the text. Subjects then reread the chapter to identify attempts at humor. The incidents of humor were then analyzed by two college seniors and classified: 1) by mode of presentation (visual, verbal); 2) as related, somewhat related, or unrelated to the educational point; and 3) as tendentious or nonsense. Tendentious humor was further analyzed into various subcategories. The six criterion variables were entered into a stepwise multiple regression analysis with the 27 predictor variables. Enjoyment accounted for 75% of the total variance, while credibility was negatively correlated with the predictors. Thus, amount of humor was significantly negatively related to author's credibility.

IV-11 Oral reading

CUNNINGHAM, JAMES W., & CAPLAN, ROBERT M. Investigating the concurrent validity of miscue analysis as a measure of silent reading processes. *Reading World*, May 1982, *21*, 299-310.

Performs a study to investigate the concurrent validity of miscue analysis. Twenty grade five and six pupils were systematically chosen from a population of 98 pupils by ranking the 98 on comprehension subtest scores on the *Gates-MacGinitie Reading Test*. The highest scorer and every fifth student after that were selected. Two cloze passages, a function-word deletion test and a content-word deletion test, were developed on the same text as measures of syntactic and semantic silent reading. Subjects first read a passage orally, then were given the function-word cloze passage, and finally the content-word cloze passage. A syntactic and a semantic score was determined for oral reading miscues. Subjects scoring higher on syntactic cues in the miscue analysis tended to score higher on the function-cloze test; those who scored higher on semantic cues in the miscue analysis tended to have higher content-cloze test scores.

HOOD, JOYCE. The relationship of selected text variables to miscue scores of second graders. *Journal of Reading Behavior*, 1982, *14*, 141-158.

Explores some of the ways oral reading miscues may vary depending upon the type of text a subject is reading. The study was designed to analyze the relations between miscue scores and word reading accuracy levels separately from the influence on miscue scores of text characteristics and of habitual subject reading strategies. There were 52 second grade children selected from 161 subjects for whom there were complete data. All children were receiving grade level instruction from the same reading series. All 161 children read orally two 233-word stories: one at the 2^1 readability level and the other at the 3^2 level. The 52 subjects were classified into four reading accuracy groups according to the percentage of errors made on each of the two stories: 95-95 (95% accuracy on both stories), 95-90 (95% accuracy on Story 1 and 90% accuracy on Story 2), 95-80, and 90-80. There were 17, 15, 9, and 11 children respectively in the group. Errors for each child were classified as one of six types (substitution, nonsense, part-of-word, no response, insertion, and omission) by each of three judges. Each error was then classified into one of four categories of contextual appropriateness: not contextually acceptable; contextually appropriate for the preceding context, but not the following context; contextually appropriate for the sentences, but not the passage; and contextually appropriate for the passage. Findings were that contextual appropriateness and meaning loss scores were associated most strongly with accuracy level differences. Types of errors, percentage of corrections, and comprehension were most strongly associated with differences in text characteristics.

CHRISTIE, JAMES F. The effects of grade level and reading ability on children's miscue patterns. *Journal of Educational Research*, July/August 1981, *74*, 419-423.

Analyzes the miscue patterns of 20 high and 20 low ability readers drawn from each of Grades 2, 4, and 6. High ability readers were placed in basals at least one year above their grade level; low ability readers were placed in materials at least one year below grade level. Children read graded passages of approximately 300 words each which ranged in difficulty from Grade 1 to Grade 7. Each group was given a passage with a readability level corresponding roughly to the pupils' basal reader placement. A total of 2,370 miscues were analyzed with the Qualitative Analysis System, yielding percentages for the following variables: 1) graphic similarity; 2) acceptability in context, and 3) contextually unacceptable miscues, self-corrected. Results revealed that the percentages of miscues acceptable in context increased as a function of both grade level and reading ability, and in addition, there were statistically significant grade X ability interactions for the other miscue variables.

D'ANGELO, KAREN, & MAHLIOS, MARC. Insertion and omission miscues of good and poor readers. *The Reading Teacher*, April 1983, *36*, 778-782.

Analyzes insertion, substitution, and omission miscues produced by good and poor readers while reading passages at the instructional and frustration levels. Thirty good readers and 27 poor readers, all fifth graders, were identified as subjects. Good readers scored at or above 6.2 grade equivalent on the vocabulary and comprehension subtests of the *Iowa Test of Basic Skills* (ITBS) and were judged by teachers to be reading above grade level; poor readers scored at or below 6.1 on each ITBS subtest and were judged by teachers to be reading below grade level. The *Informal Reading Assessment* was administered, and the two reading levels established. Mean instructional level for good readers was 9.1; for poor readers, 7.2. Frustration levels were found to be one year above instructional level for each group. An analysis of the three miscue types showed no significant differences in the percentages of various types made by good and poor readers. At both frustration and instruction levels and for both good and poor readers, substitutions were the most frequent miscue type followed by omissions. Miscues made caused little syntactic or semantic distortion.

D'ANGELO, KAREN. Correction behavior of good and poor readers. *Reading World*, December 1981, *21*, 123-129.

Reports methods of gathering and quantitatively and qualitatively examining differences in corrected substitutions made by good and poor readers in oral situations. Subjects were groups of pupils in grades 4 to 8, 60 reading one or more years above and 60 reading one or more years below grade level, respectively, and were randomly selected from four elementary schools and from a university clinic's files. An analysis made of oral reading substitution miscues produced in the first 100 words of passages geared at instructional and frustration levels from the *Diagnostic Reading Scales*. Corrected substitutions were identified and analyzed for graphophonemic, syntactic, and semantic acceptability. Findings revealed that good readers corrected higher percentages of miscues; poor reader relied more heavily on graphophonemics to make corrections than did good readers; there were generally small differences between both groups' use of semantics and syntax to make corrections except as material increased in difficulty.

BOWEY, JUDITH A. Memory limitations in the oral reading comprehension of fourth-grade children. *Journal of Experimental Child Psychology*, October 1982, *34*, 200-216.

Examines the nature of memory processing limitations in fourth-graders' oral reading comprehension and tests the automaticity hypothesis. Three experiments were conducted, all employing the same procedures but varying in the difficulty of the passage read and in subjects. The passage readability increased in each experiment. There were 60 children in each of the experiments, 15 for each experimental condition. In all conditions, the children read a story from the *Neale Analysis of Reading Difficulty* aloud and answered eight questions about the passage. The conditions differed in the manner in which comprehension questions were presented: 1) control, children simply answered the question, but were allowed to inspect the story during the comprehension assessment; 2) short-term, children answered questions immediately after reading the sentence of the passage germane to the question; 3) intentional, children were told before reading that they would be asked questions about what they read and that they should try to remember what they read; and 4) incidental, subjects were asked after reading if they thought they would be asked questions, and those who said "yes" were dropped from the study while those who said "no" were asked the questions. Dependent variables were l) percentage of reading errors, 2) comprehending score (proportion of semantically and syntactically acceptable errors), 3) reading rate and 4) number of questions answered correctly. In Experiment 1, the incidental group answered significantly fewer questions than other groups, and the intentional group answered significantly fewer than the control group. In Experiment 2, the incidental and intentional groups answered fewer questions than the control and short-term groups. In Experiment 3, the control group answered more questions than the short-term and intentional groups, but not more than the incidental group. Percentage of comprehension scores, reading rate, and reading errors did not significantly differ in any of the ANOVA tests for any of the experiments. It was concluded that traditional comprehension tests assess memory to a large degree and that memory varied with passage difficulty in a manner consistent with the automaticity hypothesis.

PFLAUM, SUSANNA W. The predictability of oral reading behaviors on comprehension in learning disabled and normal readers. *Journal of Reading Behavior*, Fall 1980, *12*, 231-236.

Investigates a method of studying the unique contributions to comprehension from different oral reading behaviors determined in the reading of a group of learning disabled (LD) children compared with a group of normal readers. Seventy-six (36 LD; 40 non-LD) elementary school children, from four poverty-level inner-city schools and from an affluent suburb, read a story orally and then re-told all recalled information. Reading level was controlled, and, using a proportion of story propositions retold as the dependent variable, regression analyses were computed. With the non-LD group, no contributions to comprehension of any magnitude were due to the oral reading behaviors. With the LD group, two oral reading behaviors were found to provide unique contributions to the variance in comprehension. Higher rates of meaning-change errors predicted lower comprehension, and higher rates of high phonic cues use predicted higher comprehension in the LD group.

GOTTLIEB, BARBARA W. Social facilitation influence on the oral reading performance of academically handicapped children. *American Journal of Mental Deficiency*, September 1982, *87*, 153-158.

Tests the predictive efficiency of two competing theories of social facilitation, one stressing audience presence and the other the threat of evaluation, on the academic performance level of 24 (10 girls, 14 boys) mainstreamed, academically handicapped children. The children ranged in ages from 9.17 to 12.83 years, and represented four schools in two midwestern school districts. Specifically, oral reading performance was evaluated under four experimental conditions reflecting audience and evaluation variables: taught alone/no evaluation; taught alone/evaluation; taught in a group/no evaluation; taught in a group/evaluation. For the group/evaluation condition, each handicapped child participated in reading groups with nonhandicapped children. Oral reading data collected from second and third grade level basal texts served as the dependent variable. Results revealed a significant main effect for evaluation, indicating that academically handicapped children make more errors in oral reading in situations in which they are evaluated, regardless of audience presense.

EBERWEIN, LOWELL. Do dialect speakers' miscues influence comprehension? *Reading World*, March 1982, *21*, 255-263.

Investigates several possible aspects of dialect interference in reading by analyzing and comparing miscues in and comprehension of an oral reading of two versions of a basal-reader type passage by 20 low achieving third-grade pupils. The alternate version of the passage was rewritten to include seven dialect marker types derived from studies of black dialect. Comprehension was assessed by having pupils retell the story. Because the two story versions varied in length, the data were converted to percentage of words pronounced correctly (%WC), miscued word with no meaning lost (%WNML), dialect based miscues (%DBM). Raw scores were used for total recall (TR) of both explicit (ER) and implicit (IR) concepts and relations. ANOVA of pupil scores revealed that %WC, %NML, %DBM were significantly different for the two story versions, consistently favoring the story revised to minimize for dialect interference. ANOVA also revealed that ER, IR, TR were not significantly different for the two versions; hence comprehension of the two versions did not differ. Miscued scores were highly correlated as were comprehension scores, but coefficients of miscued and comprehension scores were low, especially for dialect version readers.

IV-12 Rate of reading

CARVER, RONALD P. Is reading rate constant or flexible? *Reading Research Quarterly*, Winter 1983, *18*, 190-215.

Investigates reading rates of 333 subjects in grades 4 through 12 and 102 college students who were presented passages of varying levels of difficulty to read. Materials consisted of 24 passages, four from each of grade difficulty levels 1, 4, 7, 10, 13, and 16. Passages were typed in two conditions, normal and spaced; the latter added an extra space wherever there was normally a space. All four passages at each grade level were on one page. Each participant received a booklet containing six pages of text to read, with four 100-word passages per page. Each booklet contained three normal and three spaced pages. Subjects were divided into five groups based on reading abilities. Median reading rate was determined for both normal and spaced conditions. Reading rate tended to be constant for each reading ability level when estimates of rate were corrected for differences in word length. Normal and spaced passages were read at the same rate by most ability levels. The results are interpreted as support for the theory that individuals typically read at a constant rate rather than adjusting their rate to the difficulty level of the material.

MASSON, MICHAEL E. J. Cognitive processes in skimming stories. *Journal of Experimental Psychology: Learning, Memory and Cognition*, September 1982, *8*, 400-417.

Investigates comprehension processes and memory representations associated with normal reading and skimming. Recognition of important and unimportant information contained in narratives and newspapers that were read for gist information declined by about the same amount as reading rate increased from 225 to 600 words per minute. Subjects in Experiment 1 numbered 72 students enrolled in introductory university courses; in Experiment 2, the first study was replicated under more controlled conditions and extended reading rates and numbered 90 people from the same source. In these two experiments, subjects were assigned the general task of extracting important, gist-relevant information from stories, and they showed little evidence of being able to selectively sample this information while skipping details. In Experiment 3, a more specific reading goal was assigned to determine whether effective perceptually selective word processing would occur when target information was more clearly defined; in this were 96 students also recruited from the original sources. Conceptually selective processing of text was given a moderate amount of attention in the first three studies, but in Experiment 4, attention was focused on this aspect of reading; 72 students from the same source were involved. For the 330 students whose recognition or recall data were analyzed in these experiments, nearly one-third of their reading time was spent in skimming. When skimming, readers find it very difficult to *perceptually* select from a passage information relevant to their goal in skimming. There was a reaction time advantage for verification of gist-relevant information as opposed to details, however, which tended to increase with reading rate. This was interpreted as evidence for *conceptually* selective processing of information samples by readers. Recall protocols taken of reading at normal and skimming rates provided further evidence for conceptually selective processing which generally favored information relevant to a passage's gist.

DOWDY, CAROL A.; CRUMP, W. DONALD; & WELCH, MICHAEL W. Reading flexibility of learning disabled and normal students at three grade levels. *Learning Disability Quarterly*, Summer 1982, *5*, 253-263.

Ascertains whether learning disabled (LD) and normal students differ in reading flexibility and whether there are differences across grade levels. A sample of 20 normal and 20 LD students was selected at each of grade levels 4, 7, and 10. LD students were identified as those who exhibited a discrepancy of 50% or more between expected achievement and actual reading achievement. Reading level was determined by means of the *Sucher-Allred Reading Placement Inventory*. Ten selections were identified for each grade level, and passages were assigned to one of two experimental reading conditions. In Condition I, subjects were directed to read a passage to answer a general comprehension question; in Condition II, the directions were to read to find the answer to a specific question posed both before and after the silent reading. All questions were literal level. Elapsed time for reading was calculated under both reading conditions. At grade four, both LD and normal pupils demonstrated flexible reading skills, but normals read faster and attained better comprehension scores than LD children. At grade seven, both groups again demonstrated flexible reading skills. No difference was found between groups on compresion scores, but normals read faster than LDs. At grade 10, the normal group demonstrated flexibility but the LD group did not. Regression analyses indicated that normal students showed flexibility at each grade level with no improvement across grades. However, LD students tended to vary their reading speed less between conditions as they progressed through school.

IV-13 Other factors related to reading

AUGUST, GERALD J., & STEWART, MARK A. Is there a syndrome of pure hyperactivity? *British Journal of Psychiatry*, March 1982, *140*, 305-311.

Examines the validity of the concept of a pure form of hyperactivity by comparing hyperactive children who are relatively free of aggression, noncompliance and antisocial behavior and children who have conduct disorders. Subjects were taken from consecutive admissions to a university child psychiatry clinic over a 16-month period. Criteria (physical aggression and non-compliance) were established and children were classified as hyperactive (H), hyperactive with unsocialized aggressive conduct (H-USA), and other by data from 6 sources: 1) psychiatric intake; 2) interview of the mother; questionnaire responses from 3) mothers, 4) fathers, and 5) teachers; and 6) the hospital resident's report of the child's psychiatric history. There were 125 boys initially screened, 42 diagnosed as H-USA and 34 as H. The age range was 5-5 to 12-9. Four measures were obtained for each boy: 1) behavior ratings from a questionnaire completed by mothers, teachers and the referral source; 2) birth history and other medical factors; 3) family background, and 4) cognitive features from the results of administering the WISC-R and the *Wide Range Achievement Test*. Although clinical differences did support the diagnostic distractions, few differences appeared with respect to various possibly causal background factors. The H-USA group was found to be significantly more aggressive, non-compliant, and antisocial; and the H group was reported to have greater levels of academic failure. There were no significant differences between the two groups in birth complications or psychosocial background factors, but the H-USA groud did have a greater number of early childhood serious accidents. The H group showed a significantly lower verbal IQ (94) than the H-USA group (98); further, the H-USA groups' distribution of scores was more normal than the H groups'. On the basis of subnormal IQ, a small group of four boys showed a more serious history of developmental disturbances which appeared to be linked to organicity.

GUTHRIE, JOHN T. Peer interaction in reading groups. *The Reading Teacher*, November 1982, *36*, 252-254.

Reviews the findings of a study collecting data on first graders' requests and listener responses in reading groups over a seven-week period. Reading classes were recorded with cameras and microphones and the resulting transcripts were coded. Direct requests were most frequently used. Indirect requests were used to gain information in several different forms. Listeners did not always comply with a request. There were 392 noncompliances out of 1,182 requests for information or action.

EASTON, JOHN Q., & ENGELHARD, JR., GEORGE. A longitudinal record of elementary school absence and its relationship to reading achievement. *Journal of Educational Research*, May-June 1982, *75*, 269-274.

Collects data on elementary school attendance, enrollment, reading grades, and reading achievement from cumulative school records for 617 high school students. Students were included if their folders contained attendance data for at least three years of enrollment in the Chicago public schools. Absense values were then calculated for each year of elementary school (up to 9) by dividing the number of days absent each year by the number of weeks of enrollment. Absence values were then broken down by sex and by year of elementary school graduation (1976, 1977, 1978, or 1979). Reading comprehension grade equivalent scores from the *Iowa Tests of Basic Skills* for grades 4 through 8 were obtained. Reading grades assigned by teachers were coded on a zero to four scale.

Absenteeism was highest in kindergarten, decreased monotonically until grade four, remained relatively constant from grades five to seven, and showed a slight rise in grade eight. The four classes of students were not significantly different from each other in absence rates; differences in absence rates for boys and girls were not significant. Of the 617 students, 333 had been enrolled in Chicago schools for all nine years. Complete teacher assigned reading grades were available for 317 of these 333 students. These data were used to study the relationship between grades and absence rate. A weak but significant relationship was found between absence rate and teacher-assigned grades. Reading grade in the previous school correlated to the criterion reading grade in any school year between .428 and .528 after control variables were removed by regression equations. Complete Iowa test score data were available on 151 students. For this group, absence rates were significantly related to standardized test scores after control variables were removed by regression equations.

POWELL, GLEN H. Effect of prior-reading achievement upon pupil behavior. *Reading Improvement*, Fall 1982, *19*, 223-225.

Evaluates the effect of prior-reading achievement upon on-task behavior rates for 1,000 grade two pupils in 42 classrooms. Grade equivalent scores from the Vocabulary and Reading Comprehension subtests of the *Stanford Achievement Test*, IIA, were used as measures of prior-reading achievement. The *On-Off Task Behavior Schedule* was used to observe on-task behavior. Eleven trained observers coded behavior of pupils on three types of group skill instruction: sight vocabulary, phonics skills, and basal comprehension. Six types of behaviors were coded. On-task behavior rate differences between above and below average prior-achievement groups were significant for both vocabulary and comprehension. The average percentage of on-task time was higher for above average groups.

BOERSMA, FREDERIC J., & CHAPMAN, JAMES W. Teachers' and mothers' academic achievement expectations for learning disabled children. *Journal of School Psychology*, Fall 1982, *20*, 216-221.

Investigates teachers' and mothers' achievement expectations for a matched sample of learning disabled (LD) and normal achieving grade three pupils. Included were 70 LD children and 73 normal achievers from the same classrooms. WISC-R Full Scale mean scores were 101.26 for the LD group and 102.56 for the other group; both groups came from similar middle class backgrounds as determined by father's occupation. Grade equivalent differences on the *Wide Range Achievement Test* were 2.82 years for reading, 1.81 years for spelling, and .26 years for arithmetic. Parental data were collected from 63 mothers of LD children and 69 mothers of normal achievers; 28 teachers were involved. Teachers' and mothers' expectations for achievement were assessed by means of a shortened version of the *Projected Academic Performance Scale*. Teachers expected LD children to perform less well than normal achievers on the six academic areas covered by the performance scale. Mothers of LD children expected their children to perform less well than did mothers of normal achievers in reading, spelling, language arts, and social studies. No differences appeared for math or science, however.

ROSENHOLTZ, SUSAN J., & COHEN, ELIZABETH G. Back to basics and the desegregated school. *The Elementary School Journal*, May 1983, *83*, 515-527.

Argues that a back-to-basics classroom approach with emphasis on drill, recitation, and ability grouping; reliance on comparative marking and grading; and a narrow view of curriculum will depress low-achieving minority pupils' willingness to learn and will reinforce racist conceptions. Data from various sources are presented in support of these arguments, and a multi-ability approach to instruction is recommended. This latter is supported by research and theory.

CASHEN, CAROL J. The effect of testing on reading. In Sister Marian Walsh (Compiler) *Proceedings of the Fifth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1980, 107-125.

Addresses three questions: What is reading? How can reading be tested? What is the effect of testing on reading? Under the first question, several views or models are presented briefly. Under the second and third questions, selected research is referred to. In answering the third question, the author's dissertation is reviewed. The research was conducted with seventh graders who were repeatedly assessed on comprehension in both a test and a no-test condition using the comprehending score from the *Reading Miscue Inventory* (RMI). Additionally, a 10-item multiple-choice test was gien. Both good and poor readers did better on the multiple-choice questions in the test-situation than in the no-test situation. However, when comprehending scores from the RMI were viewed, most did better in the no-test situation than in the test situation. Two children were selected for case study. Both were affected by the social context of the testing situation.

ISENBERG, JOAN, & JACOB, EVELYN. Literacy and symbolic play: A review of the literature. *Childhood Education*, March/April 1983, *59*, 272-274, 276.

Reviews theoretical and empirical research into the relationship between the process and content of young children's symbolic play and early literacy development. The authors argue that the research findings suggest that engaging in symbolic play and incorporating literacy into symbolic play can have a positive influence on early literacy development. Both the process and literacy content of symbolic play are important in children's early literacy development. Specific suggestions for implementation in preschool and kindergarten classes are made.

OTT, JEANNE S.; WEBB, THOMAS E.;ANDERSON, CATHERINE A.; KASTELIC, JOSEPH, E.; & KRILL, JR., CARL E. Childhood cancer and vulnerability for significant academic underachievement. *Journal of Learning Disabilities*, June/July 1982, *15*, 363-364.

Compares 22 cancer patients and 22 children referred for behavioral and emotional problems with respect to several measures of academic functioning. The children ranged in age from 6 to 17 years old. Tests administered included the WISC-R and the Reading Comprehension, Mathematics, and Spelling sections of the *Peabody Individual Achievement Tests* (PIAT). WISC-R Full Scale IQ means did not differ from the two groups, although there was a tendency toward a higher Performance IQ on the part of the experimental children ($p < .10$). No significant differences were noted between groups for any of the PIAT scores. However, three experimental children were found to be underachieving in reading and spelling when PIAT scores were compared to IQ; two others were underachieving in all three areas. In the other group, one child was underachieving in reading and one in spelling and math.

GUTHRIE, JOHN T. Children's reasons for success and failure. *The Reading Teacher*, January 1983, *36*, 478-480.

Summarizes the findings of a study examining second- and third-graders' attributions of success and failure in a reading task. The basic attributions given were luck, ability, effort, and task difficulty. There was a recognition that effort and ability combined in controlling success and failure in reading as well as that the two combined in a reciprocal way. Responses of college students were almost identical to those of children in identifying the contributions of ability and effort to reading.

KINTZ, B.L. Reading rate and body movement as a function of lie score and salience of article. *Journal of Psychology*, January 1983, *113*, 135-137.

Preselects subjects on the basis of lie-scale scores and analyzes the effect on speech rate and bodily movements of high saliency versus low saliency reading material. Subjects were 10 undergraduates with high scores and 10 with low scores on a lie scale. They were asked to read aloud one of two articles. The high saliency article was about money, and the low saliency article was about whether students were still interested in academic subjects. High scoring students on the lie scale read more rapidly and made more bodily movements than did low scorers. No differences resulted from the saliency condition.

IV-14 Factors related to reading disability

HARRIS, ALBERT J. How many kinds of reading disability are there? *Journal of Learning Disabilities*, October 1982, *15*, 456-460.

Reviews recent research bearing on the single cause/multiple cause controversy in regard to reading disabilities. Among the single-factor theories reviewed are those of Orton, Delacato, Bender, Frostig, and Vellutine. The research reviewed pointing to multiple causation includes both clinically based reports as well as those utilizing statistical techniques. One inadequacy of much recent research, the practice of comparing a group of disabled readers with a control group, is noted. An additional shortcoming has been the practice of using inappropriate measures of reading skills. The author also comments on the dearth of recent research in the area of environmental influences on reading achievement. Recent studies demonstrate that there are at least three subtypes of syndromes within the disabled reader populations that have been used: a language deficit subtype, a perceptual deficit subtype, and an "unexpected" subtype whose cognitive abilities fail to show any significant deficits that might account for the failure in reading. Several less common types of reading disability can be identified. There are large individual variations in constitutional, environmental, and motivational handicaps.

VELLUTINO, FRANK R., & SCANLON, DONNA M. Verbal processing in poor and normal readers. In Charles J. Brainerd & Michael Pressley (Eds.) *Verbal Processes in Children: Progress in Cognitive Development Research*. New York: Springer-Verlag, 1982, 189-264.

Reviews selected findings from the research literature on the differences in poor and normal readers with a particular focus upon differences in verbal processing ability. The verbal deficit view of reading disability is described and supported on logical, theoretical, and empirical grounds. The authors state that success in word identification is, at least in part, contingent upon the child's ability to relate the semantic and syntactic components of spoken words to printed words as wholes and is also dependent upon the ability to associate the phonological components of spoken words with their graphic and orthographic counterparts. The verbal deficit explanation of reading disability suggests that problems may be associated with one of several different types of functional deficiency in the linguistic domain, including inadequate lexical development, word retrieval problems, comprehension deficits, and ineffectual use of the phonological code in word analysis and synthesis.

Fletcher, Jack M.; Taylor, H. Gerry; Morris, Robin; & Satz, Paul. Finger recognition skills and reading achievement: A developmental neuropsychological analysis. *Developmental Psychology*, January 1982, *18*, 124-132.

Assesses the construct, predictive, and concurrent validities of four finger recognition tasks administered to 678 white kindergarten boys as part of a six-year longitudinal project. The finger recognition tasks were given in Years 1, 3, and 6; a battery of 10 developmental tests was given at the same time. In Year 3, reading measures (N = 570 of the original group) were instructional book level and the *IOTA Word Test*. Using these data, 80 boys whose T scores fell more than one standard deviation below the mean were termed disabled readers and were matched on age with 80 nondisabled readers. At the end of Year 6, the test battery was administered to 74 of the disabled readers and 69 of the nondisabled readers. Major findings were that the finger recognition tasks 1) were differentially associated with other developmental variables in kindergarten, 2) were mastered at different ages, 3) demonstrated differential age-dependent relationships with reading status, and 4) were not related to neurological indices of brain integrity.

Silva, Phil A.; McGee, Rob; & Williams, Sheila. The predictive significance of slow walking and slow talking: A report from the Dunedin Multidisciplinary Child Development Study. *British Journal of Disorders of Communication*, December 1982, *17*, 133-139.

Hypothesizes that children delayed in walking and/or talking show a higher proportion of low IQ and/or reading difficulties at age seven than do children not so delayed. The sample consisted of 1,037 children assessed at age three as part of a longitudinal study being conducted in New Zealand. Of these, 954 were assessed at age seven. Age of walking and talking was obtained from the mother at the time of the age three assessment. IQ was assessed at age seven with the WISC-R. Reading attainment was determined by scores on the *Burt Rearranged Word Reading Test*. Children were designated as either having low IQ and reading difficulties or no low IQ and reading difficulties. The former was further divided into low IQ and reading difficulties, low IQ but no reading difficulties, or specific reading difficulties and no low IQ. The mean age of walking was 13.6 months, and 55 children were reported as not walking until after 18 months; these constituted the slow to walk group. The overall mean age for talking was 16.3 months; the slow talking group consisted of 55 children who did not talk until after 24 months of age. Of those who had been slow to walk, 47.2% had either a low IQ and/or reading difficulties at age seven. In the group whose development was not slow in walking, 15.1% exhibited a low IQ and/or reading difficulties. For those who had been slow to talk only, 26.8% showed either a low IQ and/or low reading score. Slow talking alone did not show a significantly greater incidence of later problems than those whose early development was not slow. Of those slow to both walk and talk, 75% had a problem at age seven.

Coles, Gerald S. Evaluation of genetic explanations of reading and learning problems. *The Journal of Special Education*, Fall 1980, *14*, 365-383.

Ponders recent evidence on the heritability of learning and reading problems from studies on families and twins, and concludes that this factor cannot be proved because studies have repeatedly manifested substantial deficiencies and errors. Foremost among these has been a failure to investigate adequately certain environmental factors as explanations of reading problems. Exclusionary studies of environmental areas including social class, educational experiences or school influences, and family relationships were condemned for their utilization of questionable methods, lack of legitimate quantification analysis, and unwarranted conclusions which violated principles of logic and hypothesis testing to a degree that branded the efforts as pseudoscientific. Studies typically used to document the inheritance of reading problems compared identical or monozygotic with fraternal or dizogic twins, assumed similarity of environments and thus rendered findings dubious. The author notes that lack of evidence and egregious conclusions have not prevented the dissemination of heritability explanations among professionals and the public.

PRASAD, BINDU. Relationship of constitutional factors to learning difficulties among primary school children. *Indian Educational Review*, April 1982, *17*(2), 1-19.

Studies learning difficulties in samples of primary school children from two schools in India. Tests of visual perceptual development, expressive language development, visual and verbal sequential memory, auditory discrimination, fine motor development, and fine visual motor coordination were administered. A total of 47 children, ages 6-7 to 8-1, were tested. Within each school, good and poor learners were identified and matched on age and socioeconomic background. The two schools differed in several respects, one drawing from a primarily rural area while the other drew children from cities. Educational level of parents varied markedly between the two schools. Poor language development appeared to be a primary factor associated with learning problems in children from upper middle class and cities; for children from low and middle socioeconomic class and villages, poor language development and poor perceptual development were related to learning difficulties.

MCKINNEY, JAMES D.; MCCLURE, SUSAN; & FEAGANS, LYNNE. Classroom behavior of learning disabled children. *Learning Disability Quarterly*, Winter 1982, *5*, 45-52.

Presents teacher ratings and observational data which were gathered on 22 pairs of learning disabled (LD) and non-LD children in the second and fourth grades in an effort to compare their task-oriented, social, and affective behavior patterns in regular classrooms. All LD children were of normal intelligence as measured by the WISC-R and they had been classified according to North Carolina state guidelines and were receiving the services of a resource teacher at the time of the study. The *Schedule for Classroom Activity Norms* (SCAN) consisting of 13 mutually exclusive categories of task-oriented, social, and affective behavior was utilized. Video-taped evidence of classroom behavior was collected and coded along four dimensions: 1) type of task; 2) size of group involved in an ongoing activity; 3) number of adults present in the classroom; and 4) number of distinct work groups of different activities underway in the classroom. Results indicated that task orientation was the primary dimension of adaptive behavior, discriminating the groups for both measures. While LD and non-LD students were observed performing similar classroom activities during the same periods of the day, data on contextual settings suggested that LD students were more often placed in small groups than in individual or large-group settings.

STURGE, CLAIRE. Reading retardation and antisocial behaviour. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, January 1982, *23*, 21-31.

Examines the association between reading retardation and antisocial behavior in 10-year old children attending local schools in one inner borough of London. Four groups of boys with or without reading and/or antisocial problems were drawn from the total of 10-year olds in the inner London borough [RR (26), AS (31), ASRR (39), Controls (33)]. Reading retardation was defined as retardation of 24 months, taking age and IQ into account. Measures used were the short form of the WISC and the *Neale Analysis of Reading Ability*. Of the factors examined, those which differentiated retarded readers (ASRR and RR) from others were poor concentration and motor restlessness, psychiatric contact by the mother and number of books in the home. Antisocial boys (AS and ASRR) were differentiated by broken homes; family discord; history of police, probation, or psychiatric contact in the father; and low socioeconomic class. The overlap group of ASRR resembled RR boys more than AS boys in overactivity and poor concentration but resembled neither on many other factors. Of boys with reading retardation, 47% were rated as antisocial or mixed by teachers while 31% of the high 'B' scoring boys were retarded in reading.

WHYTE, JEAN. Cognitive development and the acquisition of reading skills. In Sister Marian Walsh (Compiler) *Proceedings of the Fifth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1980, 61-71.

Investigates and compares the classification skills of adults with reading problems and adults who were normal readers. Twenty Irish adult male literacy students, ages 25-45, and a control group, similar in age, employment, and WAIS Performance Scale IQ, served as subjects. Both groups were given the *Associative Grouping Test* which consists of two groups of nine sequentially presented nouns. The task is to state how two of the nouns are alike, and then, when presented with the others, one at a time, to state how they are different from and like all the preceding nouns. Normal readers used significantly more superordinate concepts than did the adult literacy students.Coefficients of correlation with IQ were not significant for either group.

STONE, C. ADDISON. Adolescent cognitive development: Implications for learning disabilities. *Bulletin of the Orton Society*, 1980, *30*, 79-93.

Reviews selectively a sampling from recent research on adolescence and learning disabilities under four headings: 1) Oral language: into-linguistic functions; 2) Reading: active comprehension; 3) Social awareness: the notion of "The Social Group"; and 4) Thinking skills: more efficient information gathering. Cognitive skills of 28 adolescents between the ages of 12 and 18 were investigated in on-going research ventures in a Learning Disabilities Center. Through embedding of formal and informal assessments in protracted diagnostic evaluations of basic integrities (sensory, intelligence, and social-emotional) and the achievement areas of oral language, reading, written language, mathematics, and nonverbal skills, two distinct clinical pictures emerged. One subgroup possessed generalized conceptual difficulties, with the second exhibiting characteristics of classic dyslexics, making the point that particular types of learning disabilities manifest themselves in new ways as the learning-disabled child moves into adolescence.

VAN DEN BOS, KEES P. Cognitive abilities and learning disabilities. *Bulletin of the Orton Society*, 1980, *30*, 94-111.

Studies normal and learning-disabled Dutch children within an age range of 9 to 12 years by employing WISC and WISC-R instruments and attempts to answer 1) whether the WISC subtest profiles show discrepancies between the groups; and 2) whether the typical WISC or WISC-R profiles reported in North America studies of learning-disabled children are similar to those of their Dutch counterparts. Children from grades four and five (N = 42) from the regular elementary school and 37 from a special school were involved in an experiment which employed the WISC. In additional experiments various other subgroups, numbering from 23 to 65 subjects, the WISC-R was utilized. When employing tasks for setting up strategies in organizing and recalling noun pairs and triplets, it was shown that regardless of sentence generation or visual imagery encoding instructions, learning-disabled children's recall was significantly lower than that of normal children.

STANOVICH, KEITH E. Individual differences in the cognitive processes of reading: II. Text-level processes. *Journal of Learning Disabilities*, November 1982, *15*, 549-554.

Reviews the literature related to individual differences in cognitive processes that operate at the text level. The emphasis is on the differences between good and poor readers. The research indicates that less-skilled readers display inferior performance on a number of short-term memory tasks when compared with skilled readers. This inferior performance may be the result of deficiencies in the ability to decode verbal stimuli and maintain those codes in short-term memory. Poor readers are not deficient in the ability to use contextual information to facilitate subsequent word recognition. However, there is some evidence to suggest that poor readers are deficient in listening comprehension and that listening comprehension accounts for a proportion of the variance in reading skill not accounted for by decoding or other component processes. In addition, the comprehension deficits of poor readers also appear to be due to deficient syntactic abilities and to more general metacognitive strategies.

WILLIAMS, ANN. The relationship between two visual communication systems: Reading and lipreading. *Journal of Speech and Hearing Research*, December 1982, *25*, 500-503.

Presents details of a study designed to compare subjects' lipreading performances with their performances on reading tasks measuring eye-voice span (EVS), cloze ability, and ability to comprehend printed narrative material presented one word at a time, eliminating the opportunity to regress or scan ahead. Subjects were 60 good and poor readers (girls) drawn from the junior and sophomore classes from three high schools. To determine reading levels of difficulty for each student and to measure EVS and cloze performance, 36 narrative style passages, three at each of the grade levels, four to fifteen, were used. The results of the investigation indicated that (a) there is a significant relationship between reading and lipreading ability; (b) although good readers may be either good or poor lipreaders, poor readers are more likely to be poor than good lipreaders; (c) there are similarities in the strategies used by readers and lipreaders in their approach to comprehending spoken and written material; (d) word-by-word reading of continuous prose appears to be a salient characteristic of both poor reading and poor lipreading ability; and (e) good readers and lipreaders do not engage in word-by-word reading but rather use a ccombination of visual and linguistic cues to interpret written and spoken language.

OBRZUT, JOHN E.; HYND, GEORGE W.; & ZELLNER, RONALD D. Attentional deficit in learning-disabled children: Evidence from visual half-field asymetries. *Brain and Cognition*, January 1983, *2*, 89-101.

Employs a visual half-field paradigm to assess laterality differences for word recognition between a matched group of learning disabled (LD) and normal children. Subjects were 26 LD and 26 normal children matched on sex, CA, and handedness and ranging in age from 7-4 to 13-1. LD subjects showed a two-year delay in achievement on either the *Woodcock Reading Test* or the *Keymath Diagnostic Test*. Stimuli were eight sets of three 4-letter words constructed to include a target word, a visually confusable feature word, and an acoustically confusable word. Each subject was given 32 unilateral presentations, 32 unilateral cued presentations, and 16 bilateral presentations. Normals produced right visual half field superiority (RVHF) under all experimental conditions, but LDs produced RVAF superiority only under the cued unilateral condition. LDs produced more visually and acoustically confusable errors than normals and increased the number of acoustic errors in the RVF under bilateral stimulation.

Dalby, J. Thomas, & Gibson, David. Functional cerebral lateralization in subtypes of disabled readers. *Brain and Language*, September 1981, *14*, 34-48.

Presents results of an investigation into functional cerebral and lateralization of reading disabled boys, aged 9-12. Forty-five subjects were selected and classified into disability types. Fifteen were disphonetic (displayed nonphonetic spelling errors), 15 were dyseidetic (made phonetically acceptable errors, but failed to respond to some words as wholes), 15 were nonspecifically disabled (not neurologically based) and 15 were normal readers. Researchers hypothesized that subjects with different disability types would display different patterns of lateralized brain function. The proposal was tested by performance on three neuropsychological measures: 1) hemispheric time sharing (both verbal and spatial tasks); 2) tactile directional perception (matching directional stimulus rods without visual assistance); and 3) conjugate lateral eye movements, using a Biometrics eye movement monitor to record verbal and spatial questions. The final task (conjugate lateral eye movements) was disregarded since the control subjects failed to show predicate asymmetrics on the measure. Results indicated that nonspecific disabled readers demonstrated a group pattern of left lateralization of verbal functions and bilateral representation of spatial functions. The dyseidetic group displayed bilateral verbal representation and right lateralization of spatial functions. The sharing of space in the right hemisphere by both verbal andd spatial functions may disrupt spatial processing in this group. This interference was expressed in reading performance with poor revisualization of known words and subsequent reliance on phonetic skills. The dysphoneticc group was characterized by bilateral organization of both verbal and spatial functions. The combination of opponent processes in the right hemisphere may have led to their pronounced verbal dysfunction in terms of weak phonetic skills and low Verbal IQ scores.

Bakker, Dirk J. Cognitive deficits and cerebral asymmetry. *Journal of Research and Development in Education*, Spring 1982, *15*, 48-54.

Cites a number of studies in a review of the research dealing with various aspects of cognitive deficits and cerebral asymmetry. The literature is treated under six different mean headings: 1) Scholastic Achievement and Laterality, 2) Reading Disability and Cerebral Asymmetry, 3) Dyslexia Subtypes and Cerebral Asymmetry, 4) Dyslexia Subtypes and Hemispheric Subservience, 5) Linguistic Incompetence and Cerebral Asymmetry, and 6) Learning (Dis)ability and Callosal Subservience. Under the Laterality heading, the author points to the problems of definition of handedness, footedness, and eyedness as being confused between performance and preference in various studies. Validity issues related to the measures have caused confusion in the research findings also. Related to the second topic, the author notes that any simple laterality-factor explanation of dyslexia seems precluded. The next two headings focus on classifications of dyslexia subtypes and the findings related to each. The information reviewed is summarized by noting there is growing evidence that dyslexia is a heterogeneous entity and that subcategories are differentially tied with dysfunction of the brain.

Lovegrove, William; Martin, Frances; Bowling, Alison; Blackwood, Mary; Badcock, David; & Paxton, Susan. Contrast sensitivity functions and specific reading disability. *Neuropsychologia*, 1982, *20*, 309-315.

Measures, in two experiments, contrast sensitivity functions for normal and disabled readers. In Experiment 1, five boys who were classified as disabled readers (mean age = 12.5) and five boys classified as normal readers (mean age = 12.25) were used as subjects. Disabled readers showed a mean reading lag of three years on the accuracy score of the *Neale Analysis of Reading Ability*. Stimuli were photographic prints of sine-wave gratings presented via tachistoscope. Experiment 2 was similar. The two groups differed in the pattern of relative sensitivity across spatial frequencies.

HYND, GEORGE W., & OBRZUT, JOHN E. Reconceptualizing cerebral dominance: Implications for reading- and learning-disabled children. *The Journal of Special Education*, Winter 1981, *15*, 447-457.

Reviews research on cerebral dominance, and argues against a developmental model and for an attentional model of cerebral dominance, in which the fundamental role of each hemisphere is to direct attention to the opposite side of space. It is suggested that this latter model may provide insight into how normal and learning-disabled differ. It is concluded that remedial approaches that emphasize the development of directionality are inappropriate and that more promising are methods that decrease distractable tendencies.

SHANKWEILER, DONALD; LIBERMAN, ISABELLE Y.; & MARK, LEONARD S. Phonetic coding in dyslexics and normal readers, by Hall, Ewing, Tinzmann, and Wilson: A reply. *Bulletin of the Psychonomic Society*, February 1982, *19*, 78-79.

Refutes the counterevidence cited by a study claiming to disconfirm the hypothesis that young children who are poor readers make less effective use of phonetic coding in short-term memory than do good readers. The authors refer to evidence supporting the original hypothesis and note problems with the research presented as counterevidence.

BRIGGS, PAMELA, & UNDERWOOD, GEOFFREY. Phonological coding in good and poor readers. *Journal of Experimental Child Psychology*, August 1982, *34*, 93-112.

Reports the results of four experiments designed to examine the relation between phonological coding and reading ability. In the first two experiments, 58 British college students served as subjects. The good readers scored above the 50th percentile on the *Comprehension Test for College of Education Students*, and the poor readers scored below the 20th percentile. Subjects for Experiments 3 and 4 were 13 good and 13 poor readers between the ages of 10 and 12. Good and poor reader were matched on age and *Raven's Progressive Matrices* IQ, but differed by at least three years in reading age as measured on the GAP and GAPADOL reading comprehension tests. Stimuli for all four experiments were words superimposed on pictures. The words were either 1) the name of the picture, 2) a heterographic homophone (e.g., whale-wail), 3) a nonsense trigram or 4) an unrelated word of equal length as the name of the picture. The picture names and words in Experiments 1 and 3 were all orthographically regular; in Experiments 2 and 4, the words were 20 orthographically regular and 20 orthographically irregular words matched for frequency and length. In Experiments 2 and 4, the words were presented in either block or randomized form. The dependent variable in all experiments was response time to naming the picture. Results from both the adults and the children suggested that both good and poor readers show equivalent evidence of direct semantic and phonological access to the lexicon. Poor readers of both ages, however, demonstrated significantly poorer decoding skills.

MERRILL, EDWARD C.; SPERBER, RICHARD D.; & MCCAULEY, CHARLEY. Differences in semantic encoding as a function of reading comprehension skill. *Memory and Cognition*, November 1981, *9*, 618-624.

Uses a modified Stroop procedure to determine whether skilled and less skilled comprehenders differ in the extent to which the semantic encoding of a word is governed by the context within which that word appears. Subjects were 14 good and 14 poor comprehenders in fifth grade who were identified on the basis of scores on the comprehension subtest of the *Stanford Achievement Test*. Good comprehenders had a grade-equivalent score of 5.0 or higher; poor comprehenders, a score of 4.5 or lower. Children named the color of target words after reading either sentences or single words representing the object nouns of the sentences. Target words represented contextually emphasized or appropriate attributes of the object nouns, nonemphasized or inappropriate attributes of the nouns, or subject attributes not related (neutral) to the nouns. The pattern of semantic interference differed for the two groups. For single word contexts, both groups exhibited equal semantic interferences to appropriate targets relative to neutral targets. However, for sentence contexts, good comprehenders exhibited semantic interference only to appropriate targets, while poor comprehenders exhibited equal interference to appropriate and inappropriate targets.

SWANSON, LEE. Verbal short-term memory encoding of learning disabled, deaf, and normal readers. *Learning Disability Quarterly*, Winter 1982, *5*, 21-28.

Matches 24 normal, 18 deaf, and 24 learning disabled (LD) children on the bases of CA, sex, and IQ and compares them on their verbal encoding abilities. Mean CA was 13 for normal readers, 12.5 for LD, and 12.54 for deaf. The reading subtest scores on the *Metropolitan Achievement Test* were used to identify normal readers (60th percentile or above) and LD children (30th percentile or below). Reading scores were not available for the deaf group. Children were presented with six nonsense shapes and were randomly assigned to a naming or unnaming condition. In the former, a name was attached to the shape and the child then was asked to recall each name when the shape was presented. In both, children practiced discriminating the shapes in a matching-to-sample task. They were then compared on performance on a probe-type serial task. Strong primary effects were found for both the named and the unnamed condition, although overt rehearsal was discouraged. The named condition was superior to the unnamed condition for both normal and deaf but not for LD children.

LORSBACH, THOMAS C. Individual differences in semantics encoding processes. *Journal of Learning Disabilities*, October 1982, *15*, 476-480.

Compares the automatic word-processing skills of 20 learning disabled (LD) boys and 20 non-LD boys. Subjects were equated with respect to IQ and chronological age (mean CA = 10-9). LD boys exhibited a discrepancy between reading expectancy and reading performance. The boys were asked to place individually presented words into one of two previously specified categories as quickly and accurately as possible. A second task involved free recall of the word lists that had been presented. The two populations did not differ on accuracy of performance on word categorzation tasks. LD subjects required more time to classify and recalled fewer words that the non-LD subjects. Word lists were analyzed according to low-dominant and high-dominant words and by related and unrelated categories. Low-dominant words produced longer decision latencies and a greater error rate than high dominant words. A high degree of semantic similarity between two classes of words had an adverse effect on the speed and accuracy with which semantic decisions were made. Assignment of words to one of two related categories took a longer time than assignment to correlated and also involved more errors.

FAIRBANKS, MARILYN M., & HOBBS, BETSY M. Reading achievement and spelling patterns of college students. *Reading World,* March 1981, *21*, 226-236.

Explores the relationship of spelling errors of 447 college students to four reading measures: the Vocabulary, Comprehension, Reading Power, and Reading Efficiency scores on the *Iowa Silent Reading Test.* Approximately one-third of the subjects were poor readers with scores in stanines 1, 2, or 3; one-third were average readers (scores in stanines 4, 5, or 6); and one-third were good readers (scores in stanines 7, 8, or 9). The spelling task required students to write out each of 25 words. Analysis for types of errors involved: 1) total words misspelled; 2) phonetic, dysphonetic, and total sound unit errors; and 3) substitutions, omissions, additions, reversals, and total letter discrepancy errors. Findings suggested that the misspellings of poor readers had more internal errors and more dysphonetic misspellings. Vocabulary scores were most highly related to the total number of misspelled words ($r = -.48$), followed by Reading Power ($r = -.47$).

CARPENTER, DALE, & MILLER, LAMOINE J. Spelling ability of reading disabled LD students and able readers. *Learning Disability Quarterly,* Winter 1982, *5*, 65-70.

Compares the spelling ability of able readers and reading disabled pupils (RD). Subjects consisted of 30 RD pupils in grades three to six who scored at least two years below grade placement on the *Peabody Individual Achievement Test* (PIAT), Reading Recognition, and whose IQs on the *Peabody Picture Vocabulary Test* (PPVT) were between 85 and 115; 40 reading-able young (RAY) pupils in grades one to three who were matched on PIAT performance with RD pupils; and 37 reading-able-old (RAO) pupils selected from grades three to six and with PPVT scores between 85 and 115. In addition to the above tests, children were given the PIAT Spelling, *Larsen-Hammill Test of Written Spelling* - Predictable Words, and the *Larsen-Hammill Test of Written Spelling* - Unpredictable Words. IQs were covaried to adjust for any differences on the dependent spelling variables. RD children scored significantly lower than RAO children on all spelling measures and lower, but not significantly so, than RAY children. No sex differences were found for any group.

PERIN, DOLORES. Spelling strategies in good and poor readers. *Applied Psycholinguistics,* March 1982, *3*, 1-14.

Investigates the use of phoneme-grapheme correspondence rules assumed to underlie phonetic spelling errors. Subjects were 15- and 16-year-olds (36 girls, 24 boys) who were due to leave school shortly, and adults enrolled in literary classes (10 females, 24 males). Reading ability was assessed by the oral reading of a passage. Subjects completed two spelling tasks employing words and non-words respectively. Good and poor readers were compared in their ability to produce graphemic representations for four specific phonemes. An increase in reading ability was significantly related to an increase in phonetic spelling errors for all subjects ($p < .05$). There was no significant difference between errors on ambiguous and unambiguous phonemes. Non-word results indicated that poor readers can employ phoneme-grapheme correspondences more than is expected from their real-word spelling error patterns.

YSSELDYKE, JAMES E.; ALGOZZINE, BOB; SHINN, MARK R.; & MCGUE, MATTHEW. Similarities and differences between low achievers and students classified learning disabled. *The Journal of Special Education*, Spring 1982, *16*, 73-85.

Compares the performance on a battery of psychoeducational tests of a group of 50 school-identified learning-disabled students (LD) and a group of 49 low-achieving students (Non-LD) not identified as LD. LD students had been classified within the six months prior to the study, Non-LD students were selected on the basis of scoring in the lower quartile of the *Iowa Tests of Basic Skills*. The battery of tests administered included: the WISC-R, the PIAT, subtests of the *Standard Achievement Test*, *The Bender Visual-Motor Gestalt Test*, the *Development Test of Visual-Motor Integration*, the *Piers-Harris Self-Concept Scale*, the *Peterson-Quay Behavior Problem* checklist and the *Cognitive Ability and Math Ability* subtest of the *Woodcock-Johnson Psycho-Educational Battery*. The analysis of the test scores indicated considerable similarities between the two groups, with an average of 96% of the scores within a common range; the performances of LD and low-achieving children on many subtests were identical. The authors state that as many as 40% of students may be misclassified, and interpret their findings as supporting either of two conflicting viewpoints: 1) that schools are failing to identify many students who are in fact LD, or 2) that too many non-LD children are labeled as LD.

Bryan, Tanis; Cosden, Merith; & Pearl, Ruth. The effects of cooperative goal structures and cooperative models on LD and NLD students. *Learning Disability Quarterly*, Fall 1982, *5*, 415-421.

Sets up three conditions (Individual Study, Cooperative Study, and Cooperative Training) for study and notes the impact on learning disabled (LD) and non-learning disabled (NLD) children. Subjects were 56 boys and 52 girls in grades seven and eight. Of these, 14 boys and 12 girls had been classified as LD by the school district. LD/NLD same-sex pairs were formed for the study. The pairs listened to a story and were given instructions for studying for a test based on the story. Study directions varied by condition. The results lent support to the use of cooperative goal structures as a facilitator of both achievement and interpersonal relations of LD and NLD children.

Spring, Carl, & Perry, Linda. Naming speed and serial recall in poor and adequate readers. *Contemporary Educational Psychology*, April 1983, *8*, 141-145.

Measures digit-naming speeds and short-term serial memory for pictures in reading disabled and normal children. Subjects were 30 children in grades three through five. Adequate readers were matched with poor readers by age and sex. Poor readers were identified as those enrolled in a special program for children with reading problems and had an average score of 1.6 years below grade level on the *Wide Range Achievement Test* in reading and 1.9 years below in spelling. Children were asked to name 50 randomly ordered digits as rapidly and accurately as possible. This task was followed by a picture-memory test consisting of six nonrhyming pictures and six rhyming pictures. The mean digit-naming speed of the disabled group was significantly slower than that of the adequate reading group ($p < .0005$). Digit-naming speed correlated .57 with nonrhyming memory and .17 with rhyming memory. The serial memory test discriminated between the two groups of readers only when given under nonrhyming conditions. The power of the serial memory test to discriminate between the two groups was eclipsed by the more powerful digit-naming task.

WHITEHOUSE, CATHERINE C. Token test performance by dyslexic adolescents. *Brain and Language*, March 1983, *18*, 224-235.

Explores the usefulness of the *Token Test* as a means of identifying language processing deficits in dyslexic adolescents. Subjects were 42 male and normal readers and 42 dyslexic boys matched on grade level (7 through 12) and Full Scale WISC-R or WAIS IQ. Additional data included scores for dyslexics on the *Gray Oral Reading Paragraphs Test* and the *Morrison-McCall Spelling Scale*. For normal readers, scores were available on the *Gray Oral Reading Test* and the Spelling subtest of the *Wide Range Achievement Test* (WRAT). Oral reading and spelling age scores were averaged to give an observed achievement age (AVQ). Parts III, IV, and V of the *Token Test*, consisting of 42 commands relating to colors, shapes, and sizes, were administered. Disabled readers had a greater overall error rate than did normal readers. Both groups performed similarly on the 10 commands for Part III. Normal readers were poorer on Part V than on either III or IV and did not differ in their performance on the latter two parts; dyslexics were poorer on IV than on III and significantly poorer on V than on the other two sections. The author concludes that the administration of only Parts IV and V of the *Token Test* would be sufficient in an adolescent population of average or above average IQ.

FONTENELLE, SCUDDY, & ALARCON, MOLLIE. Hyperlexia: Precocious word recognition in developmentally delayed children. *Perceptual and Motor Skills*, August 1982, *55*, 247-252.

Reviews the cases of one girl and seven boys, ages 4 to 17, who displayed hyperlexia, a highly deeloped, specialized ability to recognize words in conjunction with an inability to comprehend. Children were determined to be either mentally retarded (mild, moderate, severe) or emotionally withdrawn (primary autism). Each child completed a four- to six-week diagnostic evaluation with consultation from a group of specialists in various areas. Tests administered included: WISC-R or the *Wechsler Preschool and Primary Scale of Intelligence* (WPPSI); *Wide Range Achievement Test* or the *Peabody Individual Achievement Test* for word recognition; the *Peabody Picture Vocabulary Test* for verbal receptive vocabulary; *Illinois Test of Psycholinguistic Abilities* or the *Wiig-Semel* scale to assess psycholinguistic abilities; and the *Burks Behavior Rating Scale*. WISC-R and WPPSI scores ranged from 57 to 118. Word-recognition skills ranged from 3.5 to 6.8; psycholinguistic ages ranged from 3-8 to 8-3; receptive vocabulary from 2-8 to 12-3. A wide range of maladaptive behaviors was reported. All children evidenced poor interpersonal communication skills and difficulties in language skills. All showed higher rote word-recognition abilities than their levels of cognitive functioning would indicate.

DENCKLA, MARTHA BRIDGE; RUDEL, RITA G.; & BROMAN, MELINDA. Tests that discriminate between dyslexic and other learning-disabled boys. *Brain and Language*, May 1981, *13*, 118-129.

Compares the performance of dyslexic and nondyslexic boys on a set of tests shown previously to discriminate dyslexic from learning-disabled and normal groups. Subtests (N = 20) were selected from special classes in one school. The 10 dyslexic and 10 nondyslexic boys ranged in age from 8 years, 3 months to 10 years, 6 months and all but one was right handed. The dyslexic boys read at least 1.5 years below grade level expectation on the *Gray Oral Reading Test*, were more deficient in spelling than reading, and six had difficulty in arithmetic. Each subject received the same battery of tests—rapid naming, range of naming vocabulary, visual-verbal paired associate learning, and visual temporal-spatial and temporal-temporal matching—in order to determine the relative diagnostic power and the additive discriminating power of this set of tasks. Linear discriminant function analysis revealed that error types rather than levels of performance best distinguished between the groups. Dyslexic boys'performance was characterized by slow naming and a high percentage of "dysphasic" errors; i.e., phonemic distortions, paraphasic substitutions, and circumlocutions. Nondyslexic boys' performance was characterized by visual temporal-spatial matching and "configuration-deficient" perceptual errors; i.e., errors suggesting confusion of what the object is because of its spatial outline similarity to some other object.

FRIED, ITZHAK; TANGUAY, PETER E.; BODER, ELENA; DOUBLEDAY, CATHERINE; & GREENSITE, MARCIA. Developmental dyslexia: Electrophysiological evidence of clinical subgroups. *Brain and Language*, January 1981, *12*, 14-22.

Applies event-related potential (ERP) techniques to study auditory information processing in the left and right hemispheres of 13 male dyslexics and 13 matched normal readers. Dyslexic subjects were classified into subgroups—dysphonetic dyslexia (difficulty processing speech sounds), dyseidetic dyslexia (difficulty in visual processing), and alexia (both dysphonetic and dyseidetic). Event-related potentials to word and to musical-chord stimuli were recorded for all subjects. Normal readers and dyslexics whose reading handicaps involved visual-spatial processing deficits had greater word versus musical-chord ERP waveform differences over the left as compared with the right hemisphere. Dyslexics whose reading difficulties were related to auditory-verbal processing deficits did not exhibit this asymmetry. These results were interpreted as support for the hypothesis that dysphonetic dyslexics have failed to develop normal left hemisphere specialization for processing auditory-linguistic material.

RUDEL, RITA G.; DENCKLA, MARTHA BRIDGE; & BROMAN, MELINDA. The effect of varying stimulus context on word-finding ability: Dyslexia further differentiated from other learning disabilities. *Brain and Language*, May 1981, *13*, 130-144.

Compares the performance of 21 dyslexic, 20 nondyslexic, and 20 control group children on a variety of naming tasks in varying modality and stimulus contexts. In addition, the researchers examined the distinguishing characteristics of dyslexic children's performance and compared their performance on standardized language measures to that on tests developed to assess word retrieval in aphasia. The control group ranged in age from 10 to 13 years, the nondyslexic group 9 to 14 years, and the dyslexic group 10 to 14 years. All groups reflected the male-female ratio of children with learning disabilities—roughly four males to one female. From the group of learning disabled children attending the same schools, dyslexics were identified by scores on the *Gray Oral Reading Test* that were at least two years below grade level. The naming tests included: 1) naming a pictured object (visual name); 2) naming an object felt but not seen (tactual object); 3) completing a sentence with an object name (auditory sentence); 4) responding with an object name to a definition (auditory definition); and 5) naming a pictured object's function (visual function). Both dyslexic and nondyslexic children were found to be impaired relative to controls on the first four tasks. Only on the sentence completion task, which was found to be the simplest response mode, were the dyslexic subjects selectively less accurate than the nondyslexic learning disabled, relative to the control group. Although dyslexic children tend to circumlocute (give the function of an object rather than its name), they did not find it easier to give the function relative to the other groups. The nondyslexic children responded more rapidly and made more perceptual errors. Most of the naming error scores of nondyslexic, learning-disabled children correlated highly with each other as well as with standardized language measures (*WISC-R* Vocabulary and *Peabody Picture Vocabulary Test*), whereas those of the dyslexic and control groups did not. Results indicated that standardized tests do not predict language impairment in the dyslexic group and that language impairment may be a factor common to all learning disability for different reasons.

HEALY, JANE M.; ARAM, DOROTHY M.; HORWITZ, SAMUEL J.; & KESSLER, JANE W. A study of hyperplexia. *Brain and Language*, September 1982, *17*, 1-23

Studies 12 children, 11 boys and one girl, in attempting to gain insights into issues related to hyperplexia. Children met the following criteria: 1) intense, early interest in graphic symbols; 2) onset of word recognition prior to age five; 3) disordered linguistic or cognitive functioning; and 4) word recognition skills superior to other linguisitic or cognitive abilities. Each child was tested individually on the following instruments: *McCarthy Scales of Children's Abilities*, Piagetian tasks, the test of Pictorial Absurdities and Oral Commissions from the *Detroit Tests of Learning Aptitude*, subtests of the *Test of Language Development* (TOLD), the word reading section of the *Wide Range Achievement Test* (WRAT), the Reading of Symbols from the *Goldman Fristoe Woodcock Auditory Test Skills Battery* (GFW), the *Stanford Diagnostic Reading Test*: Comprehension (SDRT), and the *Reading Miscue Inventory* (RMI). In addition, a detailed parent interview was conducted. Children's histories and test results tended to support the existence of a specific and identifiable syndrome of hyperplexia. All children read words before age five. Severely disordered language comprehension and expression were present in all. Common behavioral problems included a distortion of symbolic play, a desire to focus intensely on a self-chosen activity, difficulty in mastery of many appropriate behaviors in both personal and interpersonal situations, and problems with peer relationships. No consistent pattern of pre-, peri-, or postnatal events was identified. Eleven of the families reported close paternal relatives with disordered reading development. Although overall cognitive functioning was well below age norms, relative skills in repetition memory tasks and concrete categorization were apparent, with verbal and numerical memory, especially for nonmeaningful strings, as strengths. Language testing confirmed a pattern of disordered and/or severely delayed development, with syntactical and semantic skills depressed in all children. All subjects were word calling at a level considerably in excess of expectation and exhibited comprehension of single words. None evidenced understanding of units larger than single sentences without picture response alternatives. The course of reading development varied among subjects, with two distinct subgroups identified. Seven children were deemed extraordinary in terms of ability to decode both familiar and unfamiliar words and word forms, but five were only superior in relation to their cognitive and linguistic abilities.

BADDELEY, A.D.; ELLIS, N.C.; MILES, T.R.; & LEWIS V. J. Developmental and acquired dyslexia: A comparison. *Cognition*, March 1982, *11*, 185-199.

Compares the performance of a group of developmental dyslexics (D) with same-age normal controls (CA) and with same reading age (RA) younger controls on a group of task scores reported variously as common markers of developmental and deep or phonemic acquired dyslexia. The experimental group of 15 dyslexia boys with RA of 10-3 and CA of 12-10 were matched with 15 same age boys (CA) with RA of 13-3 in three experiments. Fifteen same-age RA boys composed a second control group in the second and third experiments. Reading age was determined by the *Schonell Graded Word Reading Test* and IQ was usually determined by the WISC or Stanford-Binet. Experiment 1 used three- to six-letter single-syllable familiar nouns, verbs, and adjectives and same length nonwords or the graphically regular and easily pronounceable. Half were homophonic with real words and half non-homophonic. Four lists of 17 words and 17 nonwords were randomly controlled for timed presentation order and in design.

Results indicated that dyslexics were significantly slower in underlining those items which were real words than CA subjects, and they tended to misclassify homophonic nonwords to the same extent as controls. Experiment 2 employed the three (D, CA, RA) groups' timed oral reading of a list of 17 words and 17 nonwords randomly arranged in two columns. The groups' mean reading times in seconds were 68.00, 27.90, 31.96, in order. Dyslexics were significantly slower than the control groups. D showed essentially the same error rates as RA control on words. For nonwords D showed a significanty higher error rate, and RAs were still more similar in accuracy (32.4) than the CA group. Experiment 3 investigated the comparative difficulty in reading words of low rated imageability by 20 words each of high and of low imageability. Words of high imageability were significantly easier to read than words of low imageability across groups.

CODD, JOHN A., & MCILROY, KEN. Reading and expressive aphasia: a case study. *The Exceptional Child,* July 1980, *27*, 126-133.

Reports a case study of developmental expressive aphasia where the acquisition of basic reading skills was associated with a parallel improvement in general language functioning. The subject, a 15-year-old Australian girl, was functioning intellectually on the borderline between mild and moderate retardation and had been placed in a special class at age eight. Her speech comprised either single word utterances or short, telegraphic sentences with confusion of syntax or omitted syllables. She received 18 months of remedial reading for which the major focus was attention to structural and grammatical features of spoken language such as uses of word order, punctuation, inflections, conjunctions and prepositions. Significant gains were found after instruction on five subtests of the WISC and the *Daniels and Diack Test of Reading Skill.*

WARRINGTON, ELIZABETH K. Concrete word dyslexia. *British Journal of Psychology*, May 1981, *72*, 175-196.

Reports the case study of a single patient (CAV) who had an acquired dyslexia in which there was a significant impairment in his ability to read concrete words in comparison to his ability to read abstract words. On examination, CAV was noted to have mild word-finding difficulties and a marked dyslexia and dysgraphia. His WAIS Verbal score was 92 and his Performance score was 65. His scores on a word and a face recognition test were normal. Through a variety of informal picture-naming tests, it was found that CAV had relatively far more difficulty associating concrete words and pictures than abstract words and pictures. CAV was administered several tests of reading competence, including: word reading, word matching, lexical decision, matching a picture with a written word, and word categorization. On all tests, CAV again demonstrated significantly greater difficulty with concrete word tasks than abstract word tasks. Concludes that this concrete word reading deficit provides a further example of category specificity in the organization of the semantic systems subserving reading.

LEMAY, MARJORIE. Are there radiological changes in the brains of individuals with dyslexia? *Bulletin of the Orton Society*, 1981, *31*, 135-141.

Cites recent findings of research using computerized tomography (CT) scans to examine the brain and reports information found about patients with developmental dyslexia. Scans have indicated a difference of mass distribution in the cerebral hemishperes between patients with developmental dyslexia and control patients. For the former group, the scans have also shown an increased incidence of unusual ventricular asymmetries from that occurring in normal persons. The findings suggest that there may be an increased incidence of early slight morphological changes in the brains of people with dyslexia. However, the changes are not diagnostic of dyslexia.

Payne, Jr., M. Carr, & Holzman, Thomas G. Auditory short-term memory and digit span: normal versus poor readers. *Journal of Educational Psychology*, June 1983, *75*, 424-430.

Cites results of three experiments designed to investigate the relationship between reading comprehension level, digit span, and short-term memory for Morse code-like temporal patterns. The first two experiments utilized 90 and 36 undergraduates as subjects; Experiment 3 included 63 poor fifth-grade readers and 35 normal fifth-grade readers. In the first experiment, subjects were presented stimulus patterns of varying length in a visual, auditory, or tactile modality. Students performed better when the first pattern was auditory than when it was visual or tactual. Experiment 2 compared performance on the task presented in Experiment 1 with the Digit Span test on the WAIS. In addition to the standardized digit-span procedure, digits were presented also in a recognition format analogous to the pulse-pause comparison task in Experiment 1. WAIS forward digit span correlated with performance under the Auditory-Visual condition; no other significant coefficients between WAIS digit span and performance on the auditory pattern comparison task were found. In Experiment 3, the findings revealed that both digit span and auditory comparison tasks discriminated between good and poor readers.

Breen, Michael J. Comparing the Woodcock-Johnson achievement cluster scores and Wide Range Achievement Test in a learning disabled and regular education population. *Journal of Clinical Psychology*, January 1983, *39*, 86-90.

Administers the *Wide Range Achievement Test* (WRAT) and the *Woodcock-Johnson Academic Achievement Battery* (WJ) to 18 learning disabled (LD) and 21 regular education (RE) pupils and compares the results. Children ranged in age between 8 and 14; mean WISC-R IQ for RE children was 99.9 and for LD children, 92.4. LD children had average intellectual ability with a functional achievement level at or below 50% of their achievement in at least two academic skill areas. Pearson product-moment coefficients between WRAT reading and WJ reading were .79 for the LD group and .89 for the RE group. RE children scored significantly higher than LD children on WRAT reading and spelling and on WJ reading, mathematics, and written language. The two did not differ significantly on WRAT arithmetic scores. A coefficient correlation of .52 was obtained for RE pupils between WRAT reading and WISC-R Full Scale IQ.

Gold, Patricia Cohen, & Johnson, John A. Entry level achievement characteristics of youth and adults reading below fifth grade equivalent: A preliminary profile and analysis. *Psychological Reports*, June 1982, *50*, 1011-1019.

Asks what the entry level skills are of 132 youths and adults reading below fifth grade and if there are significant correlations among these skills. Participants were drawn from a large metropolitan area and from two penal institutions. They ranged in age from 13 to 71 and had a mean educational level of 7.5 years. The assessment battery administered included the Reading subtests of the *Wide Range Achievement Test* (WRAT), the *Coopersmith Self-Esteem Inventory*, *Reading Evaluation-Adult Diagnosis* (READ), and the Verbal Opposits subtest of the *Detroit Test of Learning Aptitude*. Mean scores were computed and scores on the four entry level skills were intercorrelated along with age and school year completed. Variables were entered into forward stepwise inclusion multiple regression analyses. Mean reading grade level was 3.8; mean listening comprehension, 4.3; mean MA, 11.5 or 5.1 grade equivalent. Intercorrelation coefficients ranged from -.49 (CA and grade completed) to .48 (WRAT and Detroit). Multiple regression analyses beta weights ranged from -.04 to .38 for reading, -.11 to .24 for self-esteem, .08 to .37 for listening comprehension, and .04 to .34 for language.

BADIAN, NATHLIE A. The prediction of good and poor reading before kindergarten entry: a 4-year follow-up. *Journal of Special Education*, Fall 1982, *16*, 309-318.

Relates that all preschool children of the same age group in a small town (n = 180) were tested six months before kindergarten entry. The ninety-six boys and 84 girls had a mean age of 4-9 and were predominantly white (97%), relatively homogeneous in socioeconomic class, and mainly from the lower-middle to middle income groups. The number still remaining in the town at the 4-year follow-up was 129, average attribution rate being 7% per year. Each child was tested individually with the *Holbrook Screening Battery* (HSB) by each one of five examiners, who administered different sections of the 15-segment battery. The HSB correctly identified 92% of children who scored as both good and poor readers four years later on the *Stanford Achievement Test*, Total Reading. A shorter battery (5 HSB subtests) was found to predict reading as well as did the total battery of 15 subtests. In factor analysis, the five variables most effective in predicting reading loaded on a verbal or a visual-verbal factor (WPPS Information, Sentences, Letters, Counting and Draw-a-person; R = .74).

BEEBE, MONA, & MALICKY, GRACE. An exploration study into determinants of successful reading remediation. *The Alberta Journal of Educational Research*, June 1983, *28* (2), 163-174.

Attempts to identify some of the determinants of successful reading remediation by investigating the relationship between clients' reading processes and gains in silent reading comprehension. Subjects were 28 children in grades 2 through 9 who were divided into three groups based on gains made after 10 weeks of remediation. Group 1 consisted of six subjects who had made no gain; Group 2 contained 11 children who had made a year's gain; Group 3 included 11 clients who had progressed two or three years in their reading level. Protocols of the recalls of two passages read from the *Standard Reading Inventory* were analyzed. Recall data were collected prior to and following remediation. Additionally, for 21 children, listening recalls from one passage were analyzed. For listening, the no-gain group gave more erroneous information and produced a smaller proportion in inferential units than did the other groups. Pupils who made gains also used a higher proportion of perception connectives than did the no-gain group. For reading, at pretest time gain groups produced a higher proportion of inferential information than did the no-gain group and also used more perception connectives. Posttest data showed that inferential units increased for all groups, but the high-gain group gave more inferential information than did the no-gain group at posttest time. Pupils who increased the use verbatim information during remedial sessions did not make gains in reading achievement, while pupils who decreased the use of verbatim information made the greatest gains.

MCLESKY, JAMES, & RIETH, HERBERT J. Controlling IQ differences between reading disabled and normal children: An empirical example. *Journal of Learning Disabilities*, October 1982, *15*, 481-483.

Addresses the problem of equivalence of selected samples of learning disabled (LD) and normal children on measures of intelligence. Two options, analysis of covariance and an alternative procedure, are described and results from the application of both to an empirical example are discussed. Contraindicative results were achieved when using the two techniques. Analysis of covariance resulted in no significant difference between groups on a conditional discrimination learning set task after controlling for mental age, while the alternative procedure found that 12 of 22 subjects were within the region of significance.

VANCE, BOONEY. Intellectual characteristics of reading disabled children. *Journal of Research and Development in Education*, Summer 1981, *14*, 11-23.

Reviews and refers to research on the relationship of reading disabiities to intellectual factors or characteristics. The review contains a bibliography of 77 items, spanning 75 years. Some of these reports combine, compare or synthesize the works of others in the field. From his reveiw, the author concluded that there are subgroups of reading disabled children ad youth, and that disabled readers should not be treated as one heterogeneous group.

SWANSON, LEE. Effects of rehearsal activity and level of word processing on learning disabled and normal readers' free recall. *Journal of General Psychology*, January 1983, *108*, 61-72.

Views the relationship of stimulus encoding and rehearsal activity in accounting for the deficient recall performance of learning disabled (LD) readers. Participants were 24 LD and 24 nondisabled readers separated into two age groups of 12 and matched on IQ, CA, and sex. LD children were so classified based on a discrepancy between IQ on the *Otis-Lennon Intelligence Test* and the reading subtest score of the *Metropolitan Achievement Test*. Mean CA was 10.6 for older LD pupils and 8.16 for younger LDs. Two lists of seven semantically and phonemically related words were presented under two types of rehearsal conditions, one-item and multi-item repetitions. Semantically related word lists were recalled better than phonemically related ones. LD pupils were inferior in recall to nondisabled. There was an interaction between level of processing and rehearsal activity. Results lent support to evidence for deficient elaborative rehearsal and semantic encoding in LD readers.

FOSTER, RENEE N., & GAVELEK, JAMES R. Development of intentional forgetting in normal and reading-delayed children. *Journal of Educational Psychology*, June 1983, *75*, 431-440.

Compares the cued forgetting of reading-delayed boys with that of their normal reading agemates at grades 1, 3, and 5. At each grade level there were 24 boys, all with average IQ but one-half were designated as having a reading disability on the basis of teacher referral and one or more of the following test scores in reading: *Metropolitan Achievement Test*, *Peabody Individual Achievement Test*, and the *Iowa Test of Basic Skills*. In the experiment, boys were presented with 24 picture slides drawn from six categories. Items from three categories were designated as items to be remembered (R) and from the other three categories, items to be forgotten (F). Recall and study time data were analyzed. At all grade levels both groups were able to differentiate between R- and F-cued items. Recall of F-items was minimal for all grades. The differentiation in recall increased as a function of developmental level and reading ability. Unlike normal readers, reading-delayed boys experienced difficulty in refraining from processing and subsequently recalling F-cued items.

BYRNE, BRIAN, & ARNOLD, LYNN. Dissociation of the recency effect and immediated memory span: Evidence from beginning readers. *British Journal of Psychology*, August 1981, *72*, 371-376.

Focuses on the degree of dependence between the recency effect and immediate memory span for 12 poor readers and 12 normal readers, matched for IQ on the WISC. Mean CA was 7-8 and 7-4 for poor and average readers, respectively; mean reading ages were 6-2 and 7-6, respectively. Subjects were presented 20 lists of single syllable words, 10 words per list. Half the list were presented at rate of one item per second; the other half, at one item per two seconds. Children were to listen and recall the lists. Additionally, the Digit Span subtest of the WISC was administered. The two groups of children did not differ in the free recall word list task. Both groups demonstrated a recency effect. However, poor readers showed inferior performance to good readers on the Digit Span task. In addition, near zero correlation coefficients were found between an index of recency effect and Digit Span performance.

FILLMORE, LILY WONG. Language minority students and school participation: What kind of English is needed? *Journal of Education*, Spring 1982, *164*, 143-156.

Addresses the preliminary findings of a project undertaken to determine the school-related language skills needed by non-English-speaking (NES) and limited-English-speaking (LES) childen in bilingual programs. To determine written language comprehension demands placed on learners, the linguistic demands of textbooks were analyzed following a text semantic analysis procedure. Written language production demands were analyzed through an examination of written assignment, including workbooks. Oral language comprehension and production demands were determined through observations of seven third-grade and five fifth-grade classrooms conducted over a four-month period. Examples of various oral language exchanges are presented. The author notes that there are differences between language skills needed to function competently in social situations and those that enable children to think and read.

MORRISON, FREDERICK J., & MANIS, FRANKLIN R. Cognitive processes and reading disability: A critique and a proposal. In Charles J. Brainerd & Michael Pressley (Eds) *Verbal Processes in Children: Progress in Cognitive Development Research*. New York: Springer-Verlag, 1982, 59-93.

Reviews the logical, theoretical, and empirical status of current process-deficit views of reading disability and identifies a common theme underlying most explanation of the problems. Reviewed are the underlying logic and research evidence for deficits in perceptual processes, serial ordering, attention, short-term memory, and linguistic processing. The perceptual deficit hypothesis is not supported by the empirical findings. Additionally, the evidence tends to disconfirm hypothesized deficits in serial ordering, attention, and short-term memory. The pattern of findings across studies indicates that disabled readers have problems in tasks involving rapid serial execution of complex skills. Deficits seem to be most pronounced in tasks calling for rapid scanning, encoding, and rehearsal of multiple-stimulus arrays, whether the arrays consist of verbal or nonverbal stimuli. The authors suggest that disabled readers fail to acquire the rules governing relationships between English orthography and speech sounds. This leads to the slow development of automatic word-decoding operations, requiring the poor reader to focus effort at the word level and disrupting both processing of text and performance on speeded information-processing tasks. Failure to automatize at the word level also slows the development of reading comprehension skills.

BAUSERMAN, DEBORAH N., & OBRZUT, JOHN E. Spatial and temporal matching ability among subgroups of disabled readers. *Contemporary Educational Psychology*, October 1981, *6*, 306-313.

Examines the relation of spatial and temporal tasks to a classification system of disabled readers. Subtests included 67 fifth and sixth grade students, 49 of whom fell within the disphonetic, dyseidetic, and alexic ranges of the *Boder Diagnostic Word Recognition-Spelling Test*, and 181 of whom tested as average readers. All subjects received random combinations of spatial (dot patterns) and temporal (light flashes) stimuli to compare and match. Analyses of variance were computed for the relationships among reader groups and task difficulty. Spatial tasks were found to be easier for all groups, while some differences were noted among groups with regard to temporal tasks. Results support the notion that alexic readers least easily manipulate temporal information, or that which requires analytical and sequential processing. They also suggest that disparate abilities exist in temporal matching performance among the subgroups of severely disabled readers. Researchers hypothesized that readers who had the most difficulty processing temporal stimuli may be reflecting deficits related to left hemisphere functioning. They further suggested that sequential ordering may be an influential component within memory abilities.

WORDEN, PATRICIA E.; MALMGREN, IRENE; & GABOURIE, PENNY. Memory for stories in learning disabled adults. *Journal of Learning Disabilities*, March 1982, *15*, 145-152.

Assesses memory for narrative materials in learning disabled (LD) adults. Two experiments are reported. In the first, performance of 12 LD adults was compared to that of 12 community college students. Additionally, recall protocols were obtained from another study on 12 normal subjects in each of grades 3 and 6, and 12 univesity undergraduates. Subjects listened to four stories built around a specific story grammar, were cued the next day with the title and setting node, and then were asked to recall the story. LD adults and normal third graders recalled significantly less than did university students; grade six pupils and community college adults were intermediate. In Experiment 2, 24 LD adults were placed in one of three groups to improve memory for stimulus stories: 1) a rote rehearsal group in which stories were read three times, 2) a construction group in which the schematic structure was explained and students practiced on scrambled stories, and 3) a control group receiving the stories once. The repetition group performed best on recall. The construction group and the single presentation control group performed about the same.

CAPLAN, BRUCE, & KINSBOURNE, MARCEL. Cognitive style and dichotic asymmetries of disabled readers. *Cortex*, October 1982, *18*, 357-366.

Matches 40 disabled readers, ages 7-4 to 18, and 40 normal readers, ages 6-2 to 11-7, on the basis of two reading test scores and compares their performance on dichotic listening and cognitive style tests. Tests administered included the *Edinburgh Handedness Inventory*, a dichotic listening task, the *Modified Word-Shape Preference Test*, WISC-R, *Gray Oral Reading Paragraphs*, and the *Wide Range Achievement Test* (WRAT). Normal readers showed a greater preference for verbal solutions on the cognitive style test than did poor readers. Coefficients for both groups between degree of verbal preference and both reading measures were nonsignificant. Neither group demonstrated significant coefficients between degree of verbal preference and WISC-R subtest scores. The two groups did not differ in direction or degree of dichotic ear asymmetry; no relationship was found for either group between laterality indices and eight of the two reading measures.

APONIK, DAVID ALLEN, & DEMBO, MYRON H. LD and normal adolescents' causal attributions of success and failure at different levels of task difficulty. *Learning Disability Quarterly*, Winter 1983, *6*, 31-39.

Proposes to investigate learning disabled (LD) and normal adolescents' (N) causal attributions of success and failure performance on tasks of easy, moderate, and difficult difficulty level. LDs were 23 males and 13 females ranging in age from 12-9 to 18-6 who were enrolled in a public school resource center program for the learning handicapped. Ns were 20 males and 16 females, ages 12-10 to 18-1, randomly selected from a group of 100 identified by teachers as high achievers. Half of each group was assigned at random to either a success or a failure feedback group. The *Intellectual Achievement Responsibility Scale* was administered prior to the study; results indicated that Ns demonstrated greater internality of responsibility than did LDs. Each subject was assigned one task at each difficulty level; the three tasks consisted of 10 verbal analogy items. Order of presentation of tasks was counterbalanced. Success or failure feedback was given following the task, and then subjects were asked to choose one causality factor to attribute the success or failure from each of six pairs. Outcome (success vs. failure), difficulty level, and category (LD vs. N) all appeared to influence causal attributions. Ns attributed success more to their own ability than did LDs, who saw ability to be more influential in their failure than in their success. LDs ascribed success more to luck than did Ns.

REISBERG, L.E. Individual differences in learning disabled students' use of contextual cueing. *Learning Disability Quarterly*, Spring 1982, *5*, 91-99.

Explores the ability to use contextual cues in 20 learning disabled pupils, ages 9-12. Pupils were asked to read paragraphs from the *Classroom Reading Inventory*, as well as individual words from the paragraphs displayed in random order. Half the subjects received the stimuli in the order: Context, Isolation, Context, Isolation; for the other half of the group, the order was reversed. Subjects made fewer errors in the context condition, regardless of the order of presentation. An analysis of individual error scores revealed three groups of subjects. One group of eight showed clear superiority favoring context in all conditions. A second group of nine showed no consistent error pattern, but made an equal number of fewer errors in at least one isolation trial as compared to one context trial. A final group of three subjects consistently made fewer errors in the isolation condition.

LOPER, ANN B.; HALLAHAN, DANIEL P.; & IANNA, SUSAN O. Meta-attention in learning disabled and normal students. *Learning Disability Quarterly*, Winter 1982, *5*, 29-36.

Views differences in the awareness of attentional processes in learning disabled (LD) and normal children. In the first two experiments, the understanding of attention was compared for 49 LD children and 47 normal children. Children were from two age groups: 7 to 8.9 and 9 to 11. Subtests were matched on CA and IQ as determined by the *Peabody Picture Vocabulary Test*. Reading was assessed in the LD group by the reading subtest of the *Woodcock-Johnson Achievement Test* and in the normal group by the reading subtest of the *Wide Range Achievement Test* (WRAT). A meta-attention task was developed to assess pupils' perception of the importance of three variables relevant to attention: interest, reward, and noise distraction. A pattern of relationship between reading scores and the meta-attentional tasks of interest and reward was found in the normal group but not in the LD group. In the second experiment, 54 children were administered the meta-attentional task and the Woodcock-Johnson as pre- and posttest measures. The *SRA Corrective Reading Program* was utilized for instruction. At pretesting, no significant coefficients were noted between reading scores and meta-attentional task scores. However, at posttesting, coefficients of .22 with interest and -.26 with reward were found. Coefficient correlations were higher for the high group in reading than for the low group.

PATTERSON, KARALYN E. Neuropsychological approaches to the study of reading. *British Journal of Psychology*, Mary 1981, *72*, 151-174.

Reviews and describes four varieties of acquired dyslexia: deep dyslexia, surface dyslexia, phonological dyslexia, and letter-by-letter reading. The author presents a table showing differences among the varieties on five dimensions of oral reading performance. The four syndromes are described briefly with particular reference to the five dimensions and research is cited. The relevance of neuropyschological data to conceptions of normal reading is argued.

ALLINGTON, RICHARD L. Fluency: The neglected reading goal. *The Reading Teacher*, February 1983, *36*, 556-562.

Suggests six hypotheses based on research findings as an explanation for the development of fluency in some readers but not in others. The hypothesis include: better beginning readers receive: 1) more encouragement, 2) more practice in reading, 3) are more often reading material that is easy for them, 4) a varied background of reading experiences at home or school aids fluent reading, 5) silent reading provides a base for acquiring ability to parse sentences in phrases, and 6) poor readers may have different notions of the reading process than good readers.

HICKS, CAROLYN, & JACKSON, PETER. A study of the relationship between the Stroop effect and reading age in dyslexic subjects. *Journal of Research in Reading*, February 1981, *4*, 29-33.

Investigates two possible explanations for the Stroop effect in dyslexics: 1) the selective attention hypothesis, and 2) the response competition hypothesis. Subjects were 40 individuals, aged 8-30 years, who had been diagnosed as dyslexics. All were at least average in intelligence as determined by WAIS or WISC scores. Materials presented consisted of three cards. Card A displayed 100 patches of four colors (red, orange, blue, and green) distributed according to a quasi-Latin square design. Card B showed the four color names printed in black. Card C displayed the four color names printed in ink of a constrasting color. Subjects named the colors on A, read the names on B, and named the ink color on C. An index of interference (I) was obtained by subtracting time taken to name colors on A from time takent o name ink color on C. Subjects were then grouped according to reading age and the mean I was calculated for each group. Main I was found to be a negative linear function of reading age, so that greater reading proficiency was associated with less interference. Thus the selective attention hypothesis was supported.

IV-15 Socio-cultural factors and reading

NORMAN-JACKSON, JACQUELYN. Family interaction, language development, and primary reading achievement of black children in families of low income. *Child Development*, April 1982, *53*, 349-358.

Compares the reading achievement in a longitudinal study of preschool siblings of successful readers with preschool siblings of unsuccessful readers when these 15 black subjects were in the primary grades. During two home observations language samples were collected and descriptions tape-recorded of family activities and interactions. As measured by mean length of utterance, the language of preschool siblings of successful second grade readers was significantly more mature when compared to that of unsuccessful readers. Five years later reading achievement was asessed of the younger children. Successful readers had participated in more verbal interactions with their families and produced more mature language than unsuccessful readers. The contributions of school age siblings were significant in providing verbal stimulation for children who became successful readers. The unsuccessful readers earlier received significantly more parental discouragement to child-initiated verbal interactions than did successful readers.

SVANUM, SOREN, & BRINGLE, ROBERT G. Race, social class, and predictive bias: An evaluation using the WISC, WRAT, and teacher ratings. *Intelligence*, July-September 1982, *6*, 275-286.

Evaluates the differential accuracy of the adjusted scores on Reading and Arithmetic subtests of the *Wide Range Achievement Test* (WRAT), the adjusted gross scores on the Vocabulary and Block Design subtest of the WISC, and teacher ratings on classroom achievement in predicting achievement of children differing by race and socioeconomic status (SES). Data on over 7,100 children, 6 to 11 years of age, were collected by the Health Examination Survey (1969); 6,049 were white and 979 were black, with gender being about equally represented. A coefficient of .67 was found between the WISC and WRAT; a .45 between the WISC and teacher ratings; and .55 for the WRAT and techer reatings. The relation between the WISC and WRAT was determined to be independent of race but tended to decrease with increasing SES. The two relationships involving teacher ratings were lower for black children and also tended to decrease with increasing SES.

LOW, BENSON P., & CLEMENT, PAUL W. Relationships of race and socioeconomic status to classroom behavior, academic achievement, and referral for special education. *Journal of School Psychology*, Summer 1982, *20*, 103-112.

Identifies relationships of race and socioeconomic status to observed classroom behavior, academic achievement, and special education referral. A sample of 109 fourth grade Anglo, black, and Hispanic boys of varying SES backgrounds was observed systematically four times on 12 behaviors. Data were collected on academic achievement, including reading, and special education referral. A two-way MANOVA was used to analyze achievement data with race and SES as independent variables and scores in language, reading, mathematics, and total achievement as dependent measures. Tests of significance found that black and Hispanic children scored significantly lower than their Anglo counterparts on reading and lower SES children scored significantly below middle and upper SES children. A non-stepwise discriminant function analysis utilizing race, SES, and observational data as predictors of referral for special education failed to make statistically reliable predictions.

HARRIS, DAVID T., & AMPREY, JOSEPH L. Race, social class, expectation and achievement. In Gilbert R. Austin, & Herbert Garber (Eds.) *The Rise and Fall of National Test Scores*. New York: Academic Press, 1982, 215-221.

Discusses the discrepancy between black and white students in academic achievement and performance on aptitude tests. Argues that one of the major causes of this discrepancy is that educators have lower expectations for black students and that black students do not expect to be equitably reinforced for their work. Argues that the expectation of educators must be changed, and that these changes must begin at the nursery school level.

Scheinfeld, Daniel R. Family relationship and school achievement among boys of lower-income urban black families. *American Journal of Orthopsychiatry*, January 1983, *53*, 127-143.

Reports interviews eliciting the mother's view of the ideal relationship between her sons and the world around them and the linking of this maternal orientation to the child's academic achievement. Open ended interviews were conducted by six black workers (three males and three females) in a survey of 33 families randomly selected from sixth grade school enrollment. The mother was asked to help the interviewer by listing all the things that she would like to see in a 10-year-old boy and was asked for item definition or further explanations and probed for basic aims underlying the desired relationship between the child and the environment. Each interviewer's protocol was coded by three coders on nine dimensions. The boy's academic achievement measure was calculated for each family. A factor analysis on the nine interview dimensions yielded a single factor, Active Engagement vs. Definsive Isolation. Factor scores for mothers were calculated; a high schore indicated the mother's endorsement of a high degree of child engagement with the world. A low score indicated the mother's forceful avoidance of the world and was associated with a high score on dominance. The coefficient of correlation between mother interview factor scores and boys' achievement factor scores was .61. It and the coefficients between ranking on individual dimensions and boys' achievement factor scores were all significant. The top achievement quadrant was the only group doing well by maternal standards, with a reading test average three months below the national norm, but a math test average two months above national norm. Discussion of the two derived mother types was followed by the conclusion about the positive influences of the first on academic achievement of the child.

Martin, M.O. Reading attainment in Irish primary schools - A progressive achievement gap? In Seamas Holland (Compiler) *Proceedings of the Fourth Annual Conference of the Reading Association of Ireland*. Dublin, Ireland: Reading Association of Ireland, 1979, 79-93.

Investigates the possibility that a progressive achievement gap exists in the English and Irish reading attainment of Irish primary school children from different socioeconomic backgrounds. About 4,000 children at each of standards 3, 4, 5, and 6 were involved. Reading was assessed by the appropriate levels of the *Drumcondra Irish Test*. Children were placed into one of three socioeconomic categories on the basis of parental occupation. Both cross-sectional and longitudinal analyses were done. A substantial gap was found between the reading attainments of the three social class groups with the highest socioeconomic group scoring highest. Evidence of a progressively widening reading gap among the groups was found, but the effects were not large.

Fotheringham, John B., & Creal, Dorothy. Family socioeconomic and educational-emotional characteristics as predictors of school achievement. *Journal of Educational Research*, July/August 1980, *73*, 311-317.

Examines the association between ratings of family socioeconomic (SES) and educational-environmental (EE) characteristics and achievement in reading and arithmetic of third grade Canadian children. There were 105 subjects randomly selected from a group of 971 children for whom the following data were available: performance on *The Metropolitan Achievement Test* (MAT); performance on the *Canadian Cognitive Abilities Test*; a teacher rating of social maturity; health status; and family characteristics (parental language, place of birth, occupation, education and income). Thirty-five of the subjects had scored above average on the MAT tests of reading and arithmetic, 35 had average scores, and 35 had below average scores. The mother of each subject was interviewed. Stepwise multiple regression was used to assess the association between achievement in reading and arithmetic and measures of SES and EE. In all analyses, SES variables were entered before educational-emotional variables. For all children, the multiple correlation coefficient between reading and SES was .53 (28% of the variance of reading scores); for arithmetic, R was .50 (25% of the variance). Only a few of the reported Rs were statistically significant.

HORODEZKY, BETTY. Family forces for preschool development of health, vocabulary, and perceptual skills. In Harry W. Sartain (Ed.) *Mobilizing Family Forces for Worldwide Reading Success*. Newark, Delaware: International Reading Association, 1981, 44-54.

Reviews briefly selected research on the influence of health on preschool learning, preschool development of vocabulary and perceptual skills, and the influence of the home environment in affecting reading. Various publications and periodicals appropriate for parents are listed.

SARTAIN, HARRY W. Research summary: Family contributions to reading attainment. In Harry W. Sartain (Ed.) *Mobilizing Family Forces for Worldwide Reading Success*. Newark, Delaware: International Reading Association, 1981, 4-18.

Summarizes the research base on the role of the family in contributing to the reading development of children. Four generalizations are drawn from the research reviewed: 1) Many youngsters may gain greater functional knowledge from the home and community than from school; 2) Good readers come from homes that have provided stimulating cultural and language experiences and that foster positive attitudes towards learning and reading; 3) Parents who are encouraged and trained can provide effective cultural and learning experiences; and 4) Siblings and other relatives can make valuable contributions by informal tutoring.

IVERSON, BARBARA K., & WALBERG, HERBERT J. Home environment and school learning: A quantitative synthesis. *Journal of Experimental Education*, Spring 1982, *50*, 144-151.

Synthesizes quantitatively 18 studies over a 19-year period involving 5,831 school-aged children on the correlation of home environment and learning in eight countries. These 18 studies were the result of a search through home environmental studies descriptors "family environment" and "family influences," and the references in recent research. Items of information on each study were identified and included in a table of author, date, size, age, sex, socioeconomic status home assessment, and learning measures employed; Chicago or British school, and type and range of correlation. The eight items, size through type of correlation, were recorded for each correlation to determine if the Chicago and British studies differ in their predictive validity. Home factors appear to be differentially related to different kinds of achievement. Language, reading, arithmetic are more highly correlated than IQ or intelligence are with home measures. The authors concluded that academic ability and achievement are more closely linked to the measures of sociopsychological environment and intellectual stimulation in the home than they are to parental socioeconomic status indicators such as occupation and amount of education.

FONTES, PATRICIA J. The experience of "being read to": Its relationship to later reading performance and interest in reading. In Seamas Holland (Compiler) *Proceedings of the Fourth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1979, 51-62.

Obtains responses from parent interviews and relates these to a variety of data about Irish children's reading performance. Included in an extensive questionnaire to parents was a question of how often a child was read to at home. Responses to this question formed the basis for the report. The sample included children from Standards 2 through 6 and ranged from 92 to 133 in the first interview and from 63 to 100 in the second interview. Additional data collected included parents' occupation, scores on the *Drumcondra English Test*, teachers' rating of pupil progress in English reading as based on a 5-point scale, and two measures of attitude towards reading obtained from pupils. Children were classified into three groups based on reported frequency of being read to: daily, once or twice a week, and once or twice a month or less. Various statistical procedures were employed and showed no significant differences in the three groups for standardized test performance, for teacher ratings, or for self-reports of interest in reading.

ROE, KIKI V.; MCCLURE, ANNE; & ROE, ARNOLD. Vocal interaction at 3 months and cognitive skills at 12 years. *Developmental Psychology*, January 1982, *18*, 15-16.

Hypothesizes that early differential vocal responsiveness (DVR) is related to subsequent verbal cognitive skill development. The DVR of 12-three-month-old normal first-born male infants to vocal-visual stimulation by the mother versus a stranger was assessed. When subjects were 12 years old, they were given WISC-R, the *Peabody Picture Vocabulary Test* (PPVT), and the Reading and Arithmetic subtests of the *Wide Range Achievement Test* (WRAT). With socioeconomic status and mothers' educational level partialed out, significant Spearman rank-order coefficients were found between DVR at three months of age and WISC-R verbal score ($r = .79$), PPVT ($r = .68$), and scores on WRAT Reading ($r = .63$), and Arithmetic ($r = .81$). The WISC-R Performance scale coefficient with DVR was .21.

MARJORIBANKS, KEVIN. The relationship of children's academic achievement to social status and family learning environment. *Educational and Psychological Measurement*, Summer 1982, *42*, 651-656.

Examines interrelationships among social status, family learning environment, and children's academic achievement (word knowledge and arithmetic). Data were collected from 11-year-old Australian children (447 girls and 471 boys) and their parents. Standardized tests assessed children's achievement in word performance and in mathematics. Home interviews were conducted with the parents to determine the aspirations of the parents and their instrumental (achievement orientations of the parents for their children and their concern for language within the family) and affective educational orientations. The contribution of family environment to variation in achievement scores was relatively small when compared to the contribution of social status.

CHAUHAN, S.S., & SINGH, HARBANS. An investigation into the study habits of 10 to 12 years of children with regard to their parental profession. *Indian Educational Review*, April 1982, *17*(2), 118-122.

Questions whether there is a general pattern of study habits of children, ages 10 to 12, whether there is a difference in the study habits of boys and girls, and whether there is a pattern of study habits of children in relation to parental profession. The subjects were 30 students from the primary, middle, and high schools of Hamirpur and Simla districts of Himachal Pradesh. Parents of the children selected represented five types of professions. The study habits inventory (Hindi version) was administered to the subjects. Analysis of variance was applied separately for rural and urban subjects. No difference was found in the study habits of boys and girls for either the rural or urban populations. Parental professions were related to the study habits of children. Children of teachers achieved the highest scores on the study habits inventory followed by government and defense services. Children with parents in agriculture scored the lowest. Those whose parents were in business made average scores.

CROOK, PATRICIA R.; GILLET, JEAN WALLACE; & RICHARDS, HERBERT C. Teacher-rated reading achievement and social acceptance among elementary school children. *Journal of Reading Behavior*, 1982, *14*, 191-195.

Hypothesizes that reading proficiency is less associated with social acceptance in later elementray school and that teacher-rated reading fluency is less closely associated with popularity in later than in earlier elementary grades. The subjects were 38 second- and 43 sixth-graders who were rated by their teachers with two groups emerging: good readers and average-or-below average readers. Social acceptance was determined by having each subject individually choose the three classmates they "would like to sit next to in class," "would most like to play with on the playground," and "would like to work with in a project for school." In both groups the "sit-next-to" and "play with" appeared to be assessing a common attribute, more or less independent of the "work with" measure. The results of the correlational analysis showed that children adjust their choices of companions according to situations. For the younger children teacher-rated reading proficiency was a good predictor of popularity but not for older pupils. Teacher-rated proficiency was highly predictive of task-related popularity for both second and sixth graders.

IV-16 Reading interests

TUCKER, NICHOLAS. *The Child and the Book: A Psychological and Literary Exploration*. New York: Cambridge University Press, 1981.

Selects children's books representative of different fictional genres popular with children and attempts to analyze their appeal. The study follows chronological lines with the first chapter dealing with age levels from the new baby to three years old. At this level, the author reviews picture books and nursery rhymes. Considerable time, in particular, is spent on the latter, and the author notes that they offer pleasurable repetition, easily understood and recognizable vocabulary, considerable reference to food, a pervasive violence, and frequent reference to death, all of which appeal for one or more reasons. At ages three to seven, picture books still are popular along with story books and comics. At ages seven to eleven, early fiction and juvenile comics are analyzed. An extensive chapter is devoted to materials for the 11-14 age group. Fairy tales, myths, and legends are discussed in another short chapter. A final chapter deals with the readers of children's books and discusses sex differences in appeal as well as social background differences in reading habits. Another section discusses selection and censorship.

WENDELIN, KARLA HAWKINS, & ZINCK, R. ANN. How students make book choices. *Reading Horizons*, Winter 1983, *23*, 84-88.

Investigates by means of a questionnaire the extent and variety of factors that influence students' book selection, what they like to read about and the authors they like.

The subjects were 688 fifth through eighth grade students enrolled in two small cities in two states. These subjects rely more upon peer than teacher recommendation, tend to select paperback instead of hardback books, have a strong tendency to reread books and to read more than one book by the same author, appear to have an extensive range of reading interests, and buy books with their spending money. Movies and television prompt students to read books. The description of the book on the cover and the content of the first page weigh heavily in the decision whether or not to read the book.

NEUMAN, SUSAN B. Why children read: A functional approach. *Journal of Reading Behavior*, Winter 1980, *12*, 333-336.

Explores evidence on the functions of reading for 313 children in grades three through nine from 12 different schools. The specific purposes of the study were to determine children's language in describing their purposes for reading, to gain preliminary impressions of the functions of and purposes for reading, and to analyze whether particular functions appear at various developmental levels. Essays were written by the children on "Why I Like to Read" and were content analyzed by two graduate assistants. Six clusters of reasons for reading emerged: relief from boredom, instrumental learning, escape, cognitive stimulation, convenience of consumption, and enjoyment. No significant differences among grade levels appeared in the average number of purposes given for reading. The two categories identified most often were general enjoyment of reading and learning new things. When the percentage of students responding to each funtion was broken down, several interesting patterns emerged.

SUMMERS, EDWARD G., & LUKASEVICH, ANN. Reading preferences of intermediate-grade children in relation to sex, community, and maturation (grade level): A Canadian perspective. *Reading Research Quarterly*, Spring 1983, *18*, 347-360.

Constructs and administers a 91-item reading preference inventory consisting of paired comparisons on 14 reading themes. The inventory was administered to 1,127 children, grades 5, 6, and 7 in three Canadian communities. Significant differences were found among the themes in the results of analysis of variance by community, grade levels, and sex. Factor analysis of the 14 themes suggested that reading preference is a multidimensional construct. The predominant factor for both sexes consists of the themes of mystery, adventure, and fantasy.

MENDOZA, ALICIA. Elementary school children's preferences in literature. *Childhood Education*, January/February 1983, *59*, 193-197.

Reports the results of a questionnaire concerned with reading preferences which was administered to 242 children ranging in age from five to twelve. The survey questionnaire was designed by students in a graduate course in children's literature. Questions were read and explained to the younger primary children individually. The responses were analyzed for all children, for intermediate and primary children separately, for sex, and for ethnicity (white, Hispanic, black). The results showed that most of these children are not read to at home, value books highly enough to spend their allowance in purchasing them, enjoy being read stories, prefer books with happy endings, finish the book they start, consider reading to be enjoyable, and do not use the public library as a resource.

FEELEY, JOAN T. Content interests and media preferences of middle-graders: Differences in a decade. *Reading World*, October 1982, *22*, 11-16.

Replicates a 1972 study concerned with content interests and media preference. Both times the subjects were fourth and fifth graders from the same school district and responded to the same inventory of 50 items, each having a title and brief annotation of content typically found in print or on television. They registered their interest on a four-point scale and indicated whether they would prefer to read, watch, or both read and watch the content. To condense the items into clusters, the interest scores of the 367 boys and 364 girls were subjected to separate factor analysis procedures. The boys' pattern did not change much since the earlier study, but the girls' pattern did. In the latter, sports moved from the bottom to midpoint with social studies and science falling to the bottom. Other changes were noted. Some of the differences for both boys and girls lessened from the earlier study. Both times girls preferred reading over boys. In both studies the subjects preferred to watch rather than read the content.

HOLT, RAYMOND. Ten year old readers. *The Use of English*, Autumn 1981, *33*(1), 43-49.

Investigates through a questionnaire the amount and kinds of voluntary reading of 52 subjects in the age 10 group in South Yorkshire. Of these children, 11 above average readers attended weekly sessions with the investigator and kept detailed diaries of their reading. The majority of books listed on the questionnaire were categorized as non-quality fiction with girls reading more books than boys. More than 13% recorded reading no books during the previous month. The 11 subjects reported that they did some reading at home but no school books; most were dissatisfied with some of the books which they described as boring. They described reading in the classroom as being disorganized. The subjects appeared to lack higher-order reading skills needed for efficient reading.

CARTER, BETTY, & HARRIS, KAREN. What junior high students like in books. *Journal of Reading*, October 1982, *26*, 42-46.

Examines the written responses of junior high school students to 24 books appeared on the 1981 "Children's Choices" list. All positive statements were analyzed and classified into 13 categories. Of the identified literary qualities, characterization was mentioned most often with students frequently asserting that a character was "just like me." Analysis revealed that personal concerns were more at the basis for identification than were the externals of a situation. Students had little difficulty distinguishing between theme and plot, with the former more often chosen as a key factor in approval of a book. Of the identified structural characteristics, subject matter was most important in nonfiction. The largest category of affective responses was "interesting," a word used to describe a varying range of reactions. Other descriptors were also used with imprecision. In general, the responses revealed that children had definite opinions about books they liked.

SIKIOTIS, N. Reading habits and preferences of secondary-school pupils in Greece. *English Language Teaching Journal*, April 1981, *35*, 300-306.

Surveys through a questionnaire the reading habits and preferences of 1,424 secondary school pupils in Greece (Gymnasium students, ages 12 through 14, and Lykeion students, age 15). The proportions of these subjects reading a newspaper every day and a book every month were high. A scarcity of school libraries discouraged extensive reading. The Gymnasium pupils liked comics; all subjects liked current events/educational magazines. The most popular kinds of books were, in order:

adventure, crime, social problems, novels, politics, sports. The questionnaire used in the study is included in the report.

Ingham, Jennie. Middle school children's responses to Enid Blyton in 'The Bradford Book Flood Experiment'. *Journal of Research in Reading*, February 1982, *5*, 43-56.

Analyzes responses of 527 children in four middle schools in England regarding the reasons for the popularity of books written by Enid Blyton. In another previous study records were kept of the reading of these subjects along with questionnaires completed each time a book was read. Two pairs of matched control and experimental schools were involved in a three-year study with a pretest/posttest design. The responses indicated that Blyton's book were popular because they delve immediately into the action and are full of action. The characters are approximately the same age as the readers. The books provide mystery, adventure, and excitement to a formula, within a framework of predictability and security. The subjects also reported they chose the books because they had read books by this author before or the book belonged to a series.

Shapiro, Jon, & Snyder, Geraldine. Et tu, Judy Blume: Are the books girls choose to read, sexist? *Reading Horizons*, Summer 1982, *22*, 242-246.

Examines sex role models in intermediate grade girls' reading and analyzes Blume's *Are You There, God? It's Me Margaret*, the first choice of girls in grades five, six, and seven in a suburban district in Canada. Children were asked to record every book they read in a five-month Sustained Silent Reading project and to indicate their favorites and who recommended the books to them. Seven classrooms at grades five, six, and seven were randomly selected, yielded 100, 89, and 79 girls recording forms. The three favorites of each subject and the person recommending each book were then compiled by grade level. Each major and minor character was analyzed according to a content analysis taxonomy devised by other researchers. Although 12, 7, and 10 different titles appeared on the various lists, at all levels was the consistent selection of books by Blume. Peers, not teachers or librarians, had the most influence in recommending books. The female characters in the book analyzed were, for the most part, stereotyped and flat and were not positive role models for girls to emulate.

Peterson, Marilyn L. Mexican-American children: What do they prefer to read? *Reading World*, December 1982, *22*, 129-131.

Investigates reading preferences of 319 Mexican-American and 113 nonMexican-American seventh grade students in three California schools to determine if the interests of the two groups are similar. The subjects responded to a questionnaire which registered their reactions to settings, characters, and group interactions. In the first phase of the study slides accompanied eight recorded passages from modern children's books for the determination of preferences for story settings. The second phase the subjects selected from recorded descriptions of contrasting characters taken from children's books the one that they preferred. The third phase of the study involved recorded contrasting descriptions of group interaction taken from modern children's books. It was concluded that the Mexican-American children in this study preferred the same kinds of settings as the other children did. There was no particular preference in either group for stark or pleasant settings. They preferred to read about negative group interaction and characters with low self esteem and problems.

CARTER, BETTY, & HARRIS, KAREN. The children and the critics: How do their book selections compare? *School Library Media Quarterly*, Fall 1981, *10*, 54-58.

Compares the evaluations of 24 children's books made by students in grades six through eight with those of critics in the *School Library Journal* and *Booklist*. Students had the opportunity to select and read books copyrighted in 1980. They rated the books that they read on a five-point scale, from "Really enjoyed the book" to "Really hated the book." Favorable votes were counted, and a list of the books receiving the most endorsements was compiled by the Children's Book Council. Of the nearly 150 titles that were winners, 24 were intended for sixth- to eighth-grade youth. Of these 24 "Children's Choices" only three appeared on either of the reviewers' lists. *School Library Journal* rejected eight of the children's preference; *Booklist* gave favorable reviews of more than half of the children's choices.

FOSTER, SUSAN. The Newbery Award books: Are they being read? *Reading Horizons*, Spring 1983, *23*, 163-164.

Investigates the frequency with which the Newbery Award books were read by 750 students, divided equally between third and fifth grades. They indicated which books they had read on a list of 50 children's books, 10 of which were Newbery Award books. The third grade subjects reported reading 448 Newbery Award books, with a mean of 1.24. The fifth grade subjects read 590 Newbery Award books with a mean of 1.52. Among the subjects 54.29% from the third grade and 43.36% from the fifth grade had not read any of the 10 Newbery books.

CARLSEN, G. ROBERT; LASS, DAVID P.; & BELDEN, ELIZABETH A. 1982 books for young adults poll. *English Journal*, January 1983, *78*(1), 76-80.

Reviews books for young adults and interviews students who have read the books. This study is part of continuing research into reading interests of 16 to 19 year olds. Approximately 300 newly published books were presented to 200 students of varying socioeconomic levels in individualized reading classes in five high schools in rural, suburban, and urban areas. Members of the research team met individually with participating readers to record their reactions. Several new trends in students' interests were noted this year. College bound readers searched for maturely written works of literary value. One change in sex-related patterns of reading was that more females read science fiction and more males read fantasy and love stories. Publishers' offerings differed from previous years. In the report, 25 books are reviewed and classified under one of the following categories: Gargoyles, Eros and Psyche, Unicorn, Valkyries, and The Fates.

NIST, SHERRIE L. Utilizing student interests in college reading programs: Is it really important? *Reading World*, March 1983, *22*, 224-230.

Seeks to determine what college students want to read through an extensive questionnaire submitted to 50 subjects, half male, half female, age range 18 to 32, with GPAs from 1.64 to 3.60. Certain patterns emerged: about 60% stated they enjoyed reading, 28% deemed it a necessary evil, and 12% disliked any reading and avoided it at all costs. Of the 44 students who did either extensive or miniscule reading, 32 of them preferred pleasurable material that was unrelated to their academic while 12 students preferred material affiliated with their fields. Half indicated strong interest in material dealing with the supernatural, occult, science fiction or mysteries. Almost one-quarter (22%) reflected a smattering of interests. The local newpaper and at least one magazine were read on a regular basis by 80% of respondents. Students perceived comprehension as their weakest area of reading.

IV-17 Attitudes and affect toward reading

LEHR, FRAN. Identifying and assessing reading attitudes. *Journal of Reading*, October 1982, *26*, 80-83.

Reviews ERIC based research and other materials related to three aspects of reading attitude: the nature of reading attitude, factors that influence reading attitude, factors that influence reading attitude, and assessing reading attitude.

BLAIR, TIMOTHY R., & TURNER, EDWARD C. Reading to learn: A forgotten objective. *Florida Reading Quarterly*, June 1983, *19*(4), 46-47.

Is concerned about whether or not students know the relationship between the skill and drill exercises on basic skills and the ability to read a wide variety of curricular materials. One hundred and forty-seven middle grade pupils responded to a self-report reading questionnaire designed to assess attitudes toward and interest in materials used in reading class and perceptions regarding the applicability and practicality of those materials in fostering independent reading habits. Of the total group 71% felt the materials used in reading class helped in other school subjects; yet only 52% felt that working with reading materials in school helped them when outside reading was involved; 60% reported that they did not like the materials used in classes. Most interestingly, pupils' perceptions of teacher choices of books for them to read revealed that 30% felt their teachers would choose school work or ditto sheets on skills for them to read and complete, and 16% responded that they didn't know what their teachers would select for them.

BLAHA, JOHN, & CHOMIN, LARRY. The dimensions of reading attitude for inner-city Detroit fifth graders. *Psychology in the Schools*, July 1981, *18*, 274-278.

Employs a principal-factor analysis procedure to investigate the construct validity of the eight dimensions of reading attitude posited on *A Survey of Reading Attitudes*. The 88-item survey was administered to 344 inner-city fifth graders from four Detroit elementary schools. The eight dimensions assessed by the Survey include: 1) Expressed Reading Difficulty; 2) Reading as Enjoyment; 3) Silent vs. Oral Reading; 4) Alternative Learning Modes; 5) Reading as Direct Reinforcement; 6) Reading Anxiety; 7) Reading Group, and 8) Comics. Factor analysis results found clear support for the Expressed Reading Difficulty, Reading as Enjoyment, Silent vs. Oral Reading, and Alternative Learning Modes dimensions. However, the Reading Anxiety dimension tended to merge with the Expressed Reading Difficulty dimension; the Reading as Direct Reinforcement and the Reading as Enjoyment dimensions merged; and the Comics factor split into two independent factors: Comic Books, and Newspaper Comics.

SHAPIRO, JON E. Primary children's attitudes toward reading in male and female teachers' classrooms: An exploratory study. *Journal of Reading Behavior*, Fall 1980, *12*, 255-257.

Investigates the effects of teachers' gender on the attitudes toward reading of second grade children. Subjects were 76 boys and 65 girls in eight heterogeneously grouped classrooms. Four of the classrooms were taught by males, four by females. Teachers were matched on years of teaching experience. Attitudes toward reading were measured twice with the *Survey of School Attitudes*, once early in the school year and again six months later. Posttest results indicate that 1) girls have more positive attitudes toward reading than boys, 2) the attitudes toward reading of both boys and girls are more positive in classrooms taught by males, and 3) attitudes toward reading decreased from the pretest to the posttest for all subjects. Concludes that male teachers foster more positive attitudes toward reading than female teachers and that classrooms taught by males better counteract the negative effects of instruction and materials which lower attitudes toward reading.

LEWIS, RAMON, & TEALE, WILLIAM H. Another look at secondary school students' attitudes toward reading. *Journal of Reading Behavior*, Fall 1980, *12*, 187-201.

Describes the conceptualization, construction, and validation of a three-dimensional attitude toward reading scale. The three constructs included in the instrument were Individual Development, Utilitarian, and Enjoyment factors. To determine construct validity, 56 attitude statements were rated by 61 reading education experts as to which construct each item was assessing. Forty items representing the three factors received 80% or greater agreement among the experts. Factor analyses were then done on data from the scale's administration to 250 grade 12 and 356 grade 8 students in eight Melbourne, Australia schools. Three potentially distinguishable constructs were found. Scales were determined to be internally consistent. Concurrent validity based on peer ratings was established.

LEWIS, RAMON, & TEALE, WILLIAM H. Primary school students' attitudes towards reading. *Journal of Reading*, September 1982, *5*, 113-122.

Notes that applicability of a three-dimensional attitude scale for use with grade four and grade six Australian pupils. The scale consisted of 40 items and used a four-point Likert response format. Two samples of pupils were used, 263 for the first asessment and 759 with a modified version. Individual Development, Utilitarian, and Enjoyment scales were the three attitude dimensions assessed. Internal consistency coefficients for the modified version ranged from .65 to .88 for the three scales. Pupils were able to distinguish enjoyment of reading from valuing of reading but did not perceive valuing reading for utilitarian purposes as distinct from valuing it as a means of a more personal form of development.

MOORE, SAMUEL C., & LEMONS, ROBERT. Measuring reading attitudes: Three dimensions. *Reading World*, October 1982, *22*, 48-57.

Describes the development and validation of the *Moore Reading Attitude Scale*, an 80-item five-point scale, assessing attitude towards three types of reading: general reading, academic reading, and vocational reading. In a pilot study, coefficient alpha was used to arrive at reliability coefficients of .81, .74, and .85, respectively, for general reading, academic reading, and vocational reading. An undergraduate population of 180 students enrolled in nine sections of a reading improvement course which was used in the validation study. In addition to responding to the attitude measure, students were given three selections to preview, one for each type of reading assessed by the scale. After previewing the selections, students were to indicate their most preferred one and to write a brief supporting statement for their choice. Chi square coefficients computed between scale scores and actual selection of material were not significant. Relationships between measured and stated attitudes were modest and significant.

Buxton, Laurie G. Emotional responses to symbolism. *Visible Language*, Summer 1982, *16*, 215-220.

Reports three informal experiments with unspecified groups of people knowing some mathematics and having a positive attitude to the subject. Experiment 1 presented Greek mathematical symbols in equations. The subjects were unable to turn the symbols into speech and reported a negative emotional reaction to the task. Experiment 2 presented statements related to plotting a point on a graph. Subjects were reasonably familiar with the task, and there was mainly positive emotional response. Experiment 3 presented a partial mathematical statement which included Greek letters. The emotional response was again negative. The author concludes that difficulties in reading mathematics may be caused not only by the range of symbols and their density of meaning, but also by strong emotional responses raised by certain symbols or combinations.

Swanson, Beverly. The relationship between attitude toward reading and reading achievement. *Educational and Psychological Measurement*, Winter 1982, *42*, 1303-1304.

Inquires into the relationship between a self report inventory and scores on the total composite from the *Metropolitan Achievement Test*. Subjects were 116 first-grade rural pupils. A significant ($p < .05$) correlation coefficient of .18 for the total group resulted between the attitude response and scores on reading achievement while the coefficients between attitude and reading achievement for 48 females (.48) and for 43 black subjects (.32) suggested higher degrees of association.

Blaha, John, & Chomin, Larry. The relationship of reading attitudes to academic aptitude, locus of control, and field independence. *Psychology in the Schools*, January 1982, *19*, 28-32.

Investigates the relationship between eight dimensions of reading attitude, determined by the *Survey of Reading Attitudes*; locus of control, assessed by the *Intellectual Achievement Responsibility Scale* (IAR); field independence, evaluated by the *Group Embedded Figures Test* (GEFT); and verbal and non-verbal dimensions of academic aptitude, assessed by the *Cognitive Abilities Test* (CAT). The data on the CAT were secured for 322 inner-city fifth-grade students from a city public school system. This sample was composed of 164 males and 158 females and included 240 black children. Pearson product moment correlation coefficients were calculated between the eight reading attitude scores and the CAT, the IAR, and GEFT. Four reading attitude dimensions were significantly negatively correlated with CAT verbal academic aptitudes: Expressed Reading Difficulty, Reading Anxiety, Silent vs. Oral Reading, and Reading as Enjoyment. The first two of these attitude dimensions were also significantly negatively correlated with CAT non-verbal academic aptitude. Five reading attitude dimensions were significantly negatively correlated with the internality plus scale of IAR: Expressed Reading Difficulty, Reading as Direct Reinforcement, Reading Anxiety, Reading as Enjoyment, and Reading Group. One significant negative correlation of GEFT and Expressed Reading Difficulty was also reported.

Higgins, Diana, & Elliott, Debbie. Shadowing kids in the library: Observational study of the free reading behavior and book selection process of lower achieving fourth grade students. *Arizona Reading Journal*, 1982, *21*(3), 5-7.

Observes the free reading behavior of eight fourth graders over a three-month period. Pupils were identified as low achievers on the basis of scores on the *Gates-MacGinitie Reading Test*. Behavior was observed twice weekly during a daily uninterrupted sustained silent reading period (USSR) and also during the once weekly library period. A group interview was conducted with girls and boys separately at the end of the observational study and used as an additional data source. The primary source of books appeared to be the library cart. Physical characteristics such as print, illustrations, and length as well as title were depended upon in determining the selection of a book to read. Most time was spent with easy primary level books. Pupils expressed a positive attitude towards books which the authors credited to the USSR program.

IV-18 Personality, self-concept, and reading

HANSFORD, BRIAN, & HATTIE, JOHN. Reading performance and self-assessment: What is the relationship? *Reading Education: A Journal for Australian Teachers*, Autumn 1983, *8*(1), 17-23.

Employs meta-analysis techniques to examine the research on the association between various measures of reading performance and self-measures such as self-esteem, self-concept, and self-image. A total of 47 studies were identified with 210 resulting correlation coefficients. The range of coefficients found ranged from -.55 to +.96 with an overall mean coefficient of .18. When analyzed by sex, a mean coefficient of .21 was found for males and .23 for females. An analysis by grade level produced a mean correlation coefficient of .20 for the elementary grades and .14 for the high school. Analyses by ethnicity turned up mean coefficients of .26 for Anglos, .17 for blacks, and .29 for Chicanos. However, only two studies were found with reports on Chicanos. The *Piers-Harris Children's Self-Concept Scale* accounted for 25% of the coefficients found and showed a mean correlation coefficient of .29. *The Coopersmith Self-Esteem Inventory* accounted for slightly over 14% of the coefficients and had a mean coefficient of .19 with reading achievement measures. Five reading measures were associated with 10 or more correlation coefficients in the literature reviewed. When the studies were coded for quality, it was found that higher coefficients were reported in the poorer quality studies.

ELDREDGE, ALICE R. An investigation to determine the relationships among self-concept, locus of control, and reading achievement. *Reading World*, October 1981, *21*, 59-64.

Seeks to ascertain existing relationships among self-concept, locus of control, and reading achievement, utilizing a fourth grade population of 138 from a predominantly middle-income suburban school district. The following instruments were administered: *Piers-Harris Children's Self-Concept Scale*, *Nowicki-Strickland Locus of Control Scale for Children*, and the reading section of the *Metropolitan Achievement Tests*. A statistically significant negative relationship (r = -.533) was noted between self-concept and locus of control; a somewhat weaker but statistically significant relationship (r = .272) was found between self-concept and reading achievement. Higher self-concept scores were significantly related to higher reading achievement scores, while lower self-concept scores were significantly related to lower reading achievement scores.

WHITE, C. STEPHEN. Learning style and reading instruction. *The Reading Teacher*, April 1983, *36*, 842-845.

Cites selected ERIC documents related to research on learning style and briefly indicates implications for reading teachers. Learning style, as differentiated from cognitive style, is defined as an individual's perferred way of learning. Cognitive style describes the way the brain processes information. Grouping procedures involve issues of learning style. Whether a pupil works best alone, with one or two others, in a small or large group, or in some combination of these relates to the child's learning style. How much structure a given child requires in order to learn efficiently, the particular content areas, and teaching methods most effective are a function of learning style.

MARSH, H. W.; PARKER, J. W.; & SMITH, I. D. Preadolescent self-concept: Its relation to self-concept as inferred by teachers and to academic ability. *British Journal of Educational Psychology*, February 1983, *53*, 60-78.

Reports on the relationship between student self-concept ratings and teacher inferred ratings of student self-concept in the same seven areas and to academic achievement. Subjects (N = 958) were from three diverse samples: 1) 655 fifth and sixth grade pupils from six co-educational inner-city public schools in Sydney, Australia, below average in academic performance; 2) 180 sixth grade pupils from two co-educational schools on the southern edge of greater metropolitan Sydney, which were known to have pupils from three co-educational schools known to be from the highest SES classes. All subjects completed the *Self Description Questionnaire* (SDQ) and the *Progressive Achievement Test* (PAT). Average scores for each of the three samples on the PAT suggested that the test might be too difficult since the average correct response, even in Sample 3, was only 45% and was below the normative average in the test manual. Each measure of academic ability tended to be uncorrelated with the non-academic self concept subscales, moderately correlated with the academic self concept subscales, and most highly correlated with the subscales to which it was most logically connected.

HIEBERT, BRYAN; WONG, BERNICE; & HUNTER, MARGARET. Affective influences on learning disabled adolescents. *Learning Disability Quarterly*, Fall 1982, *5*, 334-343.

Investigates 1) academic self-concept and academic expectations in learning disabled (LD) and normal achieving eighth and tenth graders; 2) teacher perception of and expectation for academic success of LD and normal achievers; 3) parental expectations for future academic success of LD and normal schievers; and 4) parental stress. Subjects were 39 LD and 43 normally achieving students from six representative schools in a large metropolitan district. Students were classified as LD on the basis of an IQ/academic achievement (particularly reading) discrepancy model. Three parallel forms of the *Projected Academic Performance Scale* (PAPS) were used to assess the student's, teacher's and parent's expectations for the student's future academic performance. Academic self-concept was assessed by the *Student's Perception of Ability Scale* (SPAS). The *State-Trait Anxiety Inventory* (STAI) was used as a measure of parental stress, and the *Devereaux Adolescent Behavior Rating Scale* (DABRS) was used as an assessment of school and related behavior. LD students showed lower academic expectations on the PAPS than did normal achievers. Parents and teachers also held similar views of LD students. LDs had significantly lower academic self-concepts on the SPAS than did normals. Teachers rated LDs as behaving in less socially acceptable ways on the DABRS. Analysis of the STAI yielded no significant differences between the two groups of parents.

BUCHE, DOUGLAS D., & GLOVER, JOHN A. Teaching students to review research as an aid for problem solving. *Teaching of Psychology*, December 1980, *7*, 206-209.

Tests the effects of providing specialized instruction for research literature analysis and use during the initial stages of learning to analyze and solve the specific problem of translating psychological research into practice. Also examines the differences in the effects of training on students varying in cognitive style. Subjects were 60 undergraduate educational psychology students, selected from 181 students on the basis of cognitive style. Cognitive style was assessed with the field independence-field dependence (FI-FD) *Group Embedded Figures Test*. There were 30 FI and 30 FD subjects. Students assigned to the experimental group completed two sessions of a research minicourse followed by an assessment session; those in the control group attended only the assessment session. The minicourse included: a set of objectives for the course, two practice articles for individual study and discussion, and definitions of research terms. The assessment session required three activities 1) responding to a questionnaire about their typical information seeking behavior, 2) completing a research reading comprehension test, and 3) writing a solution to a specific problem by analyzing 10 journal articles of varying types and of varying relation to the problem to be solved. There were no significant differences between FI and FD subjects on any of the tasks. The experimental group obtained significantly higher scores on the research comprehension test and the problem solving task. Post hoc covariance analyses using ACT scores as a predictor variable did not significantly affect the results.

HARRIS, WALTER, J., & KING, DENNIS R. Achievement, sociometric status, and personality characteristics of children selected by their teachers as having learning and/or behavior problems. *Psychology in the Schools*, October 1982, *19*, 452-457.

Examines the relationships among 10 teachers' perceptions of academic and social problems, children's self-perceptions of personality traits, peer perceptions of classroom social status, and achievement test scores. Subjects were 242 grade four and five children. Tests administered included: the *SRA Assessment Survey* in reading, language arts, mathematics, social studies, science, and use of sources; the *Children's Personality Questionnaire*, a 70-item self-report inventory assessing 14 dimensions of personality; and the *L-J Sociometric Test*, an instrument used to analyze social preference. Additionally, teachers were asked to list all children who showed learning problems (LP), classroom behavior problems (BP), or both (LBP). Three groups of children were thus formed along with a fourth group whose names were not listed as demonstrating problems (NP). Children identified as having learning problems achieved lower SRA scores in all subtests, were less preferred by their peers, and were less intelligent and less emotionally stable than NP children. BP children did not differ significantly from NP children on the SRA subtests of reading, math, science, and use of sources. LBP children scored significantly lower on all SRA subjects than did BP or NP children.

RIDING, R.J., & BOARDMAN, D.J. The relationship between sex and learning style and graphicacy in 14-year-old children. *Educational Review*, February 1983, *35*, 69-79.

Examines the relationship of sex, learning styles, and graphicacy of 14-year-old children. The 96 British subjects were selected from two third-year forms in each of five urban comprehensive secondary schools. They were chosen from a larger sample of 150 boys and 117 girls who had been administered the *Junior Eysenck Personality Inventory* assessing introversion—extraversion and stability—neuroticism; *Cuthbert's Test of Embedded Figures*; and a map reading test devised to assess three performance areas: Map-Aerial Photography Correlations utilizing two overlays, Symbol Translation utilizing the key provided on the map, and View Identification from sketches printed in random order. There were four levels of extraversion and two levels of field independence ($\bar{x}$ 3.3 and $\bar{x}$ 8.55). A four-way analysis of variance with repeated measures on question type resulted in two statistically significant interactions: 1) field independent boys performed better than field dependent boys but for girls there was no significant field interaction; and 2) there was a second interaction involving sex and extraversion on question types in which extravert boys scored significantly higher than extravert girls but ambivert girls were significantly higher than ambivert boys and, indeed, were the highest scorers of *all* learning style groups.

HILL, CAROL L., & HILL, KENNETH A. Achievement attributions of learning-disabled boys. *Psychological Reports*, December 1982, *51*, 979-982.

Administers the *Intellectual Achievement Responsibility Questionnaire* (IARQ), a measure of locus-of-control, to 28 third-grade and 28 sixth-grade boys, all of whom had an IQ above 90 on the *Peabody Picture Vocabulary Test*. At each grade level, half of the boys were identified as learning-disabled (LD) and half as non-LD on the basis of scores on the *Stanford Reading Achievement Test*. LD boys attributed less internal control for success than did non-LD boys. The two groups did not differ in the perception of effort or ability as a means of controlling experiences of failure.

PEARL, RUTH. LD children's attributions for success and failure: A replication with a labeled LD sample. *Learning Disability Quarterly*, Spring 1982, *5*, 173-176.

Asks learning disabled (LD) children and a control group of classmates matched on sex and race to respond to a questionnaire assessing attributions of effort, ability, task difficulty, and luck. LD children consisted of six girls and eight boys in grade three and seven girls and eight boys in grade four. The questionnaire asked about reasons for their successes and failures in reading, putting together a puzzle, and getting along with peers. LD children viewed luck as more of a cause for success than did controls. Controls thought that their failures in reading and on puzzles were more the result of a lack of effort than did LDs. While there were no differences in the importance attributed to ability for success in reading at grade three, at grade four controls attributed their success in reading to ability more than did LD children.

ADAMS, PHYLLISS J., & ANDERSON, PEGGY L. A comparison of teachers' and Mexican-American children's perceptions of the children's competence. *The Reading Teacher*, October 1982, *36*, 8-13.

Compares the self-perceptions of Mexican-American children with reading problems to teachers' perceptions of the children's competence. A total of 47 third graders, 34 fourth graders, and 38 fifth graders, all from Title I remedial reading classes, were given the *Perceived Competence Scale for Children*. The scale yields four subscale scores: Cognitive Competence, Social Competence, Physical Competence, and General Self-Esteem. The five reading teachers involved completed the *Teacher's Rating Scale of Child's Actual Competence* for their own pupils. As a group, the Mexican-American children in this study were close to the normative means for the scale when rating themselves. On the Social and Physical Competence subscales, correlation coefficients between teachers' and pupils' ratings were .23 and .22, respectively. The other two subscales showed lower coefficients between ratings. Boys tended to score higher on the Social and Physical Subscales than girls, but no differences were noted for the other subscales. Fourth graders scored somewhat lower than the other two groups on the Physical and Cognitive subscales.

MURRAY, JEAN. Individual differences in text recall. In Sister Marian Walsh (Compiler) *Proceedings of the Sixth Annual Conference of the Reading Association of Ireland.* Dublin, Ireland: Reading Association of Ireland, 1981, 99-110.

Examines the effects of anxiety, level of IQ score, year in college, and college specification (arts or sciences) on the recall of a 1,000-word text by 90 female undergraduate education student in Ireland. Students were selected on the basis of trait scores as high-anxiety or low-anxiety students. They were then divided into 15 high-, 15 average-, and 15 low-IQ students within each anxiety group. Of the 90, 36 were in their first year of study, 29 in their second year, and 25 in their third year; 60 were arts specialists and 30 were science specialists. Subjects read the text and then were asked to 1) recall the text, and 2) summarize the text in no more than 100 words. Both tasks were given as immediate and one-week delayed recall. Recall protocols were analyzed for correct, erroneous, and intrusive ideas. Summaries were scored for inclusion of the five main points of the text. The high-anxiety group had higher recall scores on both the immediate and delayed tasks than did the low-anxiety group. Third year students were superior to the other groups on delayed recall. High intelligence students were superior to others at abstracting the main points in the immediate recall situation. No other differences were found for IQ score.

OTTO, WAYNE. On the merits and realities of corrective teaching. *Massachusetts Primer*, November 1982, *12*(1), 6 & 9.

Cites the findings of one ethnographic study of a single classroom which identified and described three basic types of readers: appliers, tacit-appliers, and non-appliers. Each type is discribed, and the case is made that tacit-appliers are good candidates for corrective instruction. In the classroom observed, 17 of 26 children fell into this classification. The tacit-appliers appear to know how to read but do not appear to know how to "go about reading," i.e., they seem to lack an understanding of the process. It is argued that well planned, direct instruction would aid the continued growth and development of this group as readers.

ROSE, JANET S., & MEDWAY, FREDERIC J. Teacher locus of control, teacher behavior, and student behavior as determinants of student achievement. *Journal of Educational Research*, July-August 1981, *74*, 375-381.

Gathers evidence on the relationship between teacher locus of control (A), teacher behavior (B), student behavior (C), and student achievement (D). Subjects were 44 grade four female teachers from a southeastern school district. Teachers were administered the *I-E* scale at the beginning of the school year; pupils were given the *Comprehensive Test of Basic Skills* (CTBS) at the end of the school year. A second phase of the study included five classroom observations during mathematics instruction of 17 of the teachers. Three teacher behaviors were assessed: Behavior Control, Accountability, and Lesson Presentation Style. In addition, student on-task behaviors were obtained and coded into one of two categories: Self-Directed Behavior and Attending/Listening. Coefficients between teacher internality and gains in reading, language, and mathematics were -20., -24, and -24, respectively. For the 17 teachers, a coefficient of -.45 was obtained between teacher I-E and math achievement scores. Teacher I-E did not correlate significantly with any of the individual behaviors comprising Behavior Control or Lesson Presentation Style. One behavior under Accountability, Student Volunteers, correlated significantly (+.49) with teacher I-E. Third grade CTBS scores accounted for most of the variance in pupil fourth grade achievement, with teacher I-E accounting for 6% of the variability in grade four achievement.

Anderson, Kristen Joan, & Revelle, William. Impulsivity, caffeine, and proofreading: A test of the Easterbrook hypothesis. *Journal of Experimental Psychology: Human Perception and Performance*, August 1982, *8*, 614-624.

Reports the findings of a study designed to test Easterbrook's hypothesis that arousal is inversely related to the range of cue utilization in that as arousal increases, performance on a task requiring a broader range of cue utilization will be hindered before performance on a task requiring fewer cues. Specifically, the study investigated whether the detection of grammatical errors would be hindered before the detection of spelling errors. Subjects were 60 undergraduates, who were designated as less impulsive (n = 34) or more impulsive (n = 26) on the basis of scores on the *Eysenck Personality Inventory*. Subjects received either a placebo or caffeine and were given three nonfiction passages to proof for six minutes each. Two types of errors were introduced into each passage: 1) interword, errors in grammar and word usage; and 2) intraword, misspellings and typographical errors. In the first passage, the directions were to look for only one type of error. Caffeine increased the error detection rate of the (less aroused) more impulsive students but lowered the error detection rate of the (more aroused) less impulsive students.

Campbell, John B., & Hawley, Charles W. Study habits and Eysenck's theory of extraversion-introversion. *Journal of Research in Personality*, June 1982, *16*, 139-146.

Proposes that there will be a difference between introverts and extraverts in study behavior and selected site for studying. Two samples of undergraduates studying in a library were obtained (N = 57 and 55). Data were collected on week nights by interviewers who selected every tenth person on three floors of the library. Participants filled in Form A of the Eysenck Personality Inventory and a questionnaire on study habits and preferences. Students who scored higher on extraversion tended to study on the noisier floor of the library where greater external stimulation was found. Difference in the number of breaks taken was not consistent for the two personality types in the two different samples.

Blaha, John. Predicting reading and arithmetic achievement with measures of reading attitudes and cognitive styles. *Perceptual and Motor Skills*, August 1982, *55*, 107-114.

Reports the reanalysis of data previously collected and reported. A *Survey of Reading Attitude*, the *Intellectual Achievement Responsibility Scale*, and the *Group Embedded Figures Test* were group administered to all fifth graders present on the day of testing, a sample of 166 males and 158 females. The mean age for this sample, 241 black and 83 white, was 136 months. *The Iowa Test of Basic Skills*, reading and arithmetic concepts and computation, had been administered by the public schools involved. The data were subjected to a multiple regression analysis and the following reading attitude (r.a.) and cognitive style (c.s.) and other demographic items were among the seven predictors selected: Expressed Reading Difficulty (r.a.), I+ Locus of Control, Field Independence (c.s.); Age; Alternative Learning Modes, Reading as Directed Reinforcement, and Reading as Enjoyment (r.a.). These results were statistically significant at the .001 level. The reading attitude Expressed Reading Difficulty and I+ locus of control, in order, account for the two highest contributions to the total variance of the reading criterion. Expressed Reading Difficulty appears important in the regression equations for both arithmeticc concepts and computation while neither race nor sex appeared in any of the three regression equations.

Powers, Stephen, & Sanchez, Virginia V. Correlates of self-esteem of Mexican-American adolescents. *Psychological Reports*, December 1982, *51*, 771-774.

Assesses correlates of self-esteem and selected linguistic, socioeconomic and academic variables of 87 Mexican-American junior high school students (38 M, 49 F) whose parents consented to student-participation in this study. *Coopersmith's Self-Esteem Inventory* was administered. Students indicated "only Spanish, mostly Spanish, Spanish and English, mostly English, and only English" in response to questions of first-grade entry-language and seventh-grade home-language; educational (first grade to beyond Master's degree) and occupational level of head of household on Socioeconomic Index of Occupations; and average academic GPA on English, Spanish, mathematics, social studies and science for Fall 1975 semester were utilized along with scores on *Gates-MacGinitie Reading Test* comprehension subtest and on the WRAT arithmetic subtest. Means, standard deviations and intercorrelations of all variables are presented in a table. Self-esteem was positively related to speaking English, occupational level and reading achievement but not with other academic variables in this study.

IV-19 Readability and legibility

Walmsley, Sean A.; Scott, Kathleen M., & Lehrer, Richard. Effects of document simplification on the reading comprehension of the elderly. *Journal of Reading Behavior*, Fall 1981, *13*, 237-248.

Questions whether simplifying the readability of documents would result in increased understanding of its content by elderly readers. Subjects were 52 individuals, aged 60+, who were recruited from senior service centers and paid for participating in the study. Reading ability,assessed by the *Woodcock Reading Mastery Test*, showed a mean grade level score of 12.9 on the Word Identification subtest and 9.2 on the Passage Comprehension section. Four documents were selected from a pool of 129. The documents described services offered by Supplementary Security Income, Blue Cross Blue Shield's '65' Program, Medicare, and Medicaid. Two new versions of each document were created: an objective version, simplified by use of the Dale-Chall formula; and a version created by subjectively rewriting the document. Random assignment of subjects to three documents was made; each subject read all three versions of a fourth document. Subjects were given five minutes to read each document and then were asked questions about the contents. When reading ability was covaried with amount read and comprehension, simplification type did not affect comprehension scores nor how much of the document was read except in the longest document. In the latter, comprehension was increased in the subjective version over the other two versions. Documents tended to be rated as easier to read than comprehension scores indicated. Subjective versions were rated as easier to read than the other two versions. Reading ability was a significant covariate for comprehension.

Alvermann, Donna E., & Boothby, Paula R. Text differences: Children's perceptions at the transition stage in reading. *The Reading Teacher*, December 1982, *36*, 298-302.

Asks whether fourth graders perceive differences between narrative and expository text. Subjects were 38 grade four pupils whose scores on both the *Iowa Tests of Basic Skills*, reading subtest, and the *Cognitive Abilities Test* indicated above average performance. Pupils were given a 19-item multiple-choice questionnaire to respond to.

The questionnaire items assessed the ability to distinguis relevant text properties of narrative and expository material. Additionally, several children were interviewed individually. Children did perceive differences between the two types of material. Narrative material was identified as easier by 70% of children, and 50% said that it was more interesting than expository text. Harder words and longer sentences were perceived by 43% of children as making text more difficult to read, but 24% checked "no" to the question and 33% were unsure.

TEMPLETON, SHANE; CAIN, CAROLYN T.; & MILLER, JAMES O. Reconceptualizing readability: The relationship between surface and underlying structure analyses in predicting the difficulty of basal reader stories. *Journal of Educational Research*, July/August 1981, *74*, 382-387.

Analyzes and compares readability levels of basal reader materials using a formula based on the underlying structure with levels obtained from the Fry Readability Formula. One story was randomly selected from each of three basal texts at each of grade levels 2, 3, 4, and 5. A story grammar was applied to the materials and a formula to predict story difficulty derived. Pearson product-moment correlation coefficients were computed both for difficulty and number of syllables per story, difficulty and number of sentences per story, and difficulty and the obtained ratios of number of syllables to number of sentences per story. Coefficients between difficulty and number of sentences, difficulty and number of syllables, and difficulty and ratio of number of syllables to number of sentences, respectively, were .24, .056, and .051. Greater complexity did not occur with increasing grade level. The authors feel that their findings mean that we cannot assume the Fry to be a reliable and valid predictor of the level of reading ability needed to understand basal stories.

WRIGHT, PATRICIA. "The instructions clearly state. . . ." Can't people read? *Applied Ergonomics*, September 1981, *12*, 131-141.

Reviews the research related to reading and writing instructions under several topic headings and makes suggestions for designing adequate instructions. The author begins by citing evidence which indicates that adults are often reluctant to read and follow instructions. Problems with instructions are noted and one study was identified which suggested that some readers may not start at the beginning when reading instructions and proceed through them but rather jump about, looking for information which catches the eye or appears salient. Reference is made to the ingredients of adequate instructions insofar as research identifies them. Selected research findings are presented on language control and control or graphic and typographic factors relevant for developers of instructions. The author notes the complexities involved in developing good instructions.

BROADHEAD, GLENN J.; BERLIN, JAMES A.; & BROADHEAD, MARLIS MANLEY. Sentence structure in academic prose and its implications for college writing teachers. *Research in the Teaching of English*, October 1982, *16*, 225-240.

Analyzes syntax in a corpus of 123 articles in 64 academic journals representing 20 disciplines. A macro-syntactic level of analysis was chosen with 26 variables included. No kind or type of structure was used or not used uniquely by any one discipline or area. Base clauses varied slightly from one area to another in length and only somewhat in the amounts, kinds, and variety of free modifiers. The greatest differences lay in the function of free modifiers, in the number of multi-structured sentences, and in the deployment of structures in long versus short paragraphs.

KEENAN, DONNA. An evaluation of the effectiveness of selected readability formulas applied to secondary texts. *Reading Horizons*, Winter 1981, *22*, 123-128.

Evaluates the effectiveness of two readability formulas applied to nine secondary textbooks. All the books were found to be written on or near a tenth-grade level as determined by the *Flesch Reading Ease* and *FORCAST* formulas. Comprehension of textbook passages was tested by eight examiner-made multiple-choice items formulated to test specific skills: knowledge of specific facts or recall; meaning of word in context; recognition of antecedents and previous references; summarize (reorder or view the material in a different way); recognition of inferences; reading for main idea; recognition of cause and effect; and determination of relevant from irrelevant statements. No determination of the difficulty of the comprehension items was reported. The test had been administered to a class of 30 tenth-grade students of a wide range of reading levels. A split half reliability test was applied to the scores on those English, social studies, and science passages resulting in coefficients of .978, .955, and .941 respectively. These tests were then administered to 445 tenth-grade students enrolled in general and advanced courses at two large Florida high schools. The *Gates-MacGinitie Reading Test*, Level E was also administered by the course teachers. Results of these tests were tabulated by grade equivalence on Gates MacGinitie and percentage of those whose score was at 75% accuracy on each of the context area tests. The researcher concluded that for 75% of tenth graders to successfully comprehend their English texts a twelfth-grade reading level was necessary; for the social studies texts an eleventh-grade level was necessary; and for the science textbooks a score above twelfth grade was necessary.

AUSTIN, JOE DAN, & LEE, MARY ANN BYRNE. Readability and mathematics test item difficulty. *School Science and Mathematics*, April 1982, *82*, 284-290.

Investigates the relationship between content readability measures and mathematics test item difficulty. Word problem length, used as a readability measure, was determined by number of sentences, number of words, and number of tokens in a problem. A second readability measure included four weighted measures: number of unfamiliar words, number of changes from a word token to a mathematical token, number of unfamiliar mathematical words and symbols, and the number of question marks. The ratio of words to tokens, the Flesch Reading Ease formula, and the Dale-Chall formula were also computed. Item difficulty on the seventh and eighth grade *National Longitudinal Study of Mathematical Ability* tests was obtained. Correlation coefficients between item difficulty and readability measures were computed. Step-wise regression was used in establishing the best prediction equation for item difficulty using the readability measures. Coefficients between test item difficulty and readability measures all ranged below .28. The step-wise regression formula increased the coefficient to R = .33. The findings indicated that readability measures do not predict achievement on word problems.

MCCABE, PATRICK P. The effect upon comprehension of mathematics material repatterned on the basis of oral language. *Reading World*, December 1981, *21*, 146-154.

Rewrites mathematics materials on the basis of students' oral language patterns and examines the effect in comprehension as assessed by cloze test scores. Subjects were 152 grade nine students randomly selected from one junior high school. Scores on the *New York State Pupil Evaluation Program* (PEP) Test in Mathematics were used to identify students as good or poor in mathematics. A cloze passage was then administered to 76 students; of these, 39 scored at or above 57% correct. Thirty of this latter group were then asked to explain and retell a selection taken from a ninth-grade mathematics text. Using stuents' language patterns, the passage was rewritten. Finally 68 students were given the repatterned passage in cloze format. The passage was constructed so that half the group received the first half of the passage in repatterned form and half in the original form (RO) while the other half of the group received the cloze test in OR form. The material was understood best when the language patterns employed were similar to the syntax of the students. Good ability math students scored better than poor ability math students.

JOHNSON, LINDA L., & OTTO, WAYNE. Effect of alterations in prose style on the readability of college texts. *Journal of Educational Research*, March/April 1982, *75*, 222-229.

Asks whether stylistic alterations to prose passages taken from college textbooks leads to improved readability. Three stylistic factors were examined: word frequency, sentence length, and sentence structure. Two 1000-word college textbook passages and seven rewritten versions of each passage employing the three stylistic change factors and various combinations of them were used. Subjects were 336 grade 12 students who read a version of each passage and then responded to an 8-item interest survey, and an 18-item short answer recall test on it. Additionally reading rate and delayed recall were assessed. No significant differences were found for mean interest, reading rate, immediate recall, and delayed recall scores on the altered pasage compared with respective mean scores on the original passage.

WHARTON, WILLIAM P. Higher-imagery words and the readability of college history texts. *Journal of Mental Imagery*, Fall 1980, *4*, 129-147.

Draws upon a dissertation which had explored the effects of employing higher-imagery ("picture-forming") words and phrases on the readability of a college history textbook. Hypothesizing that if passages were re-written by injecting only one variable, words that were more clearly picture-forming, the revisions would be more interesting and better understood. Pilot studies were performed and experimental work undertaken with 192 college freshmen. Four passages, each 500 words in length, and each centering on a different war period in American history, were rewritten by injecting more image-stimulating words with difficulty level and essential meaning being held constant in the revisions. Two treatments of performances on original and rewritten versions were followed by comprehension tests and with interest rating scales. The revised (higher-imagery) version significantly improved readability.

DUFFY, THOMAS M., & KABANCE, PAULA. Testing a readable writing approach to text revision. *Journal of Educational Psychology*, October 1982, *74*, 733-748.

Seeks to test the effectiveness of readable writing revisions as a means of producing more comprehensible text. Four experiments are reported, all using male Navy recruits as subjects. Passages from the *Nelson-Denny Reading Test*, Reading Comprehension, were used in all experiments. Vocabulary and sentences were manipulated independently to create two independent passage factors, sentence complexity and vocabulary difficulty. Subjects' reading comprehension ability as determined by performance on an alternate form of the Nelson-Denny was a third factor. Using word lists and a syntax rule, reading passages were simplified and the resulting readability score was reduced by six grade levels. Revisions failed to produce practical improvements in comprehension on several reading-to-do tasks. Meaningful improvements in comprehension were achieved only for low ability readers on a reading-to-learn task, and only when vocabulary was simplified.

KEMPER, SUSAN. Measuring the inference load of a text. *Journal of Educational Psychology*, June 1983, *75*, 391-401.

Develops an inference load formula for determining the inferential complexity of texts. Sixty-two passages from the McCall-Crabbs *Standard Test Lessons in Reading* were selected and coded according to procedures outlined in the article. For each passage, two coders determined the underlying event chain of actions, physical states, and mental states. The number of each of these stated and inferred was then tallied as well as the total number of words. Multiple regression techniques were used for measuring the inference load. Correlation coefficients between inference load scores and reported McCall-Crabbs scores in the three different passage types (narrative descriptions, scientific explanations, historical accounts) were similar for all three genres. The inference load of texts reflects the difficulty readers have in inferring the causal connections necessary to recover the event chains underlying the texts.

DUFFELMEYER, FREDERICK A. A comparison of two noncomputational readability techniques. *The Reading Teacher*, October 1982, *36*, 4.7.

Compares the accuracy of the Rauding Scale of Prose Difficulty and the Singer Eyeball Estimate of Readability (SEER) in estimating the difficulty of reading passages. Each of these techniques requires passages to be rated. Twelve graduate students enrolled in a reading course passed the criteria to serve as raters, six for the Rauding Scale and six for SEER. Each passage rater estimated the readability level of 27 one-hundred word passages. Passages were selected randomly from a basal reader series. Readability estimates were computed on the passages using the Spache or the Dale-Chall formulas. Mean Rauding Scale and SEER values were obtained for each passage and compared with readability formula estimates. The Rauding Scale estimates gave values closer to the Dale-Chall and Spache scores than did the SEER technique.

LONGO, JUDITH A. The Fry Graph: Validation of the college levels. *Journal of Reading*, December 1982, *26*, 229-234.

Does a validation study of the *Fry Readability Graph* at college levels. Ten popular handbooks used in the teaching of freshman composition were the sources of a trio of random selections of samplings (the treatment of the paragraph, the essay, and the research paper). Treating these segments as articles permitted four random samples per section, for a total of 12 samples of instruction in writing per book. In every case, three of the four samples presented actual instruction in writing and the fourth was chosen from one of the models demonstrating application of the particular technique. The same passages were used for each of the four formulas: Dale-Chall, Flesch, Farr-Jenkins-Paterson, and Fry. The data revealed strong agreement among all four formulas relative to the reading level of the passages.

ANDERSON, JOHNATHAN. Lix and Rix: Variations on a little-known readability index. *Journal of Reading*, March 1983, *26*, 490-496.

Describes the development, interpretation, and validation of Lix, a readability formula developed in Sweden. A word factor and a sentence factor emerged as the best predictors of text difficulty for Lix. The word factor is calculated by the percentage of words of seven or more letters; sentence length is the average number of words per sentence. Three separate investigations determined how Lix scores may be transformed to grade levels for English reading materials and validated those correspondences. A new formula, Rix, derived from Lix, and based on the number of long words per sentence, correlated .99 with Lix. The advantages of the new index include speed and efficiency of application.

Harwood, Gordon B.; Johnson, Clifford I.; & Roberts, Alfred R. Standards overload—a matter of readability? The Ohio CPA Journal, Summer 1982, *41*, 139-141.

Employs the Fog Index to determine the readability levels of FASB Statements 1 through 36, pronouncements setting forth new accounting standards. A random sampling of 100-word passages was selected from each statement. Readability levels ranged from a low of 15.20 to a high of 25.25. The widest range of readability within one statement was 23.97 years.

Amiran, Minda Rae, & Jones, Beau Fly. Toward a new definition of readability. *Educational Psychologist*, Spring 1982, *17*, 13-30.

Proposes a new definition of readability within a general framework of structure-of-text research. Three variables form the bases of this definition of readability: structure, texture, and informational density. For structure, three kinds of superstructures and three categories of sectional structures are presented, described, and placed on a gradient of difficulty. For texture, defined as explicitness, a continuum is sketched. Informational density is described in general terms. Reviews research on each of the proposed variables and presents several hypotheses for future research.

Newton, Lynn D. The effect of illustrations on the readability of some junior school textbooks. *Reading*, April 1983, *17*, 43-54.

Analyzes the effect of illustrations on the readability levels of British primary school science textbooks. A total of 111 children, ages 8 to 11, were given the *NFER Reading Tests* AD and BD and the *Schonell-Adams Essential Intelligence Test*. Based on reading test scores, children were placed into two matched groups. Three 200-word prose passages were selected from each of five science textbooks and prepared as every tenth word deleted cloze passages. Two forms of each cloze passage were made, one with illustrations and one without. Readability formulae were also applied to the texts. Scores on cloze tests indicated that passages accompanied by illustrations were more comprehensible. Analysis by sex revealed that girls tended to obtain higher scores than boys on both types of passages. No trends were noted due to age.

Cairney, P., & Sless, D. Communication effectiveness of symbolic safety signs with different user groups. *Applied Ergonomics*, June 1982, *13*, 91-97.

Evaluates the effectiveness of a set of 19 occupational safety signs conveying four different categories of message by means of shape and color: 1) mandatory action, 2)prohibition, 3) warning, and 4) emergency facilities. Subjects were three groups of European migrants, one group of recent Vietnamese arrivals, and one group of native-born Australians, all attending adult literacy classes. Both a recognition test and a recall test were administered. The mandatory signs were best recognized on first encounter and readily learned for correct identification on the recall test. Most difficulties were experienced with the group of warning signs. The five subject groups differed in their recognition performance as well as in recall, although the relative effectiveness of the signs was similar for the different ethnic groups. The native-born Australians performed the poorest. Sources of difficulty are discussed in terms of comprehension of shape and color code, distinctiveness of referents, and translation from symbol to referent.

Verhagen, L. H. J. M. Experiments with bar graph process supervision displays on VDUs. *Applied Ergonomics*, March 1981, *12*, 39-45.

Cites the results of four experiments comparing various bar graph representations of process variables. The comparisons were bar-type bar graph with end of bar graph only (stroke-type), horizontal versus vertical bars, T-type versus stroke-type. All graphs were presented either on an automatic slide projector or a closed-circuit TV system. All subjects were students, ages 18-25, and numbered 13, 12, 12, and 8, respectively, for the four experiments. The stroke-type appeared to give superior results when used for detection of off-normal conditions. Task complexity influenced the results.

FOSTER, JEREMY J., & BRUCE, MARGARET. Reading upper and lower case on Viewdata. *Applied Ergonomics*, June 1982, *13*, 145-149.

Compares the legibility of upper- and lower-case text on Viewdata, a system involving the presentation of information in text or graphic form on a television screen. Twelve passages of nonsense text were created, six formed in upper-case and six in lower-case letters. Each passage consisted of seven 5-word sentences and five 11-word sentences and was presented as a Viewdata frame of 18 lines. The 40 subjects each read six passages; for 20 subjects, the print in all six passages was all capitals, and for 20 subjects, the text was in conventionallower case with capitals for the first letter of each sentence. Subjects read orally and time was recorded. Although the mean times for lower-case text were lower than those for uppercase, the differences were not statistically significant.

MUTER, PAUL; LATREMOUILLE, SUSANE A.; & TREURNIET, WILLIAM C. Extended reading of continuous text on television screens. *Human Factors*, October 1982, *24*, 501-508.

Tells of an experiment involving 32 subjects, ranging in age from 18 to 40, whose first language was English; one group (book condition) read short stories from a book for two hours, and a second group (video condition) read the same material displayed on a videotex terminal for an equal time span. In the book condition, there was a maximum of 40 rows of text per page with a maximum of approximately 60 characters per row. The number of words per page was approximately 400. In the video condition, there was a maximum of 18 rows of text, with a maximum of 39 characters per row. The number of words per page was approximately 120. Subjects experienced little nausea or headache in either condition. A small amount of dizziness, fatique, and eyestrain was produced by reading, but there were no significant differences between the book and video conditions on these measures, nor was there a difference in comprehension scores. Video subjects read 28.5% more slowly than book subjects. In the video condition, the presence of proportional horizontal spacing had no effect on reading speed or comprehension.

SHINAR, DAVID, & DRORY, AMOS. Sign registration in daytime and nighttime driving. *Human Factors*, February 1983, *25*, 117-122.

Reports an investigation whose aim was to assess sign registration (recognition and reaction) performance both during the day and at night, and to see how much better performance is at night than during the daytime. Was concerned about the effectiveness of existing sign systems (in Israel) and what could be done to improve registration. Drivers were stopped 200 meters after passing a warning sign and were tested for recognition and recall of that sign. It was predicted that at night, when the view of the road ahead is severly restricted, sign registration levels would be higher than during the day. The results supported this hypothesis; sign recall levels ranged from 3% to 6% during the day and from 14% to 18% at night. Other variables that were measured (sign content, roadway environment, and subjective levels of fatique and boredom) had no significant effects on sign registration.

KINTZ, ROBERT T., & BOWKER, DUANE O. Accommodation response during a prolonged visual search task. *Applied Ergonomics*, March 1982, *13*, 55-59.

Measures visual accommodation response while viewing several different types of displays and during prolonged sessions given a realistic visual task setting. A laser optometer was used to measure accommodation. Nine subjects participated in three conditions. In the first condition, the resting point of accommodation was measured during a half hour session in a darkened room with no visual stimulus except the laser speckle probe. In other sessions, accommodation was measured while viewing microfiche and hard-copy displays. No significant differences were found between microfiche and hard-copy test viewing conditions. Subjects exhibited a bias in accommodation to the display in the direction of their resting focus from the outset of each session for both microfiche and hard-copy display viewing. Implications for research into better visual aspects of display design are given.

BELL, RICHARD C., & SULLIVAN, JAMES L. F. Student preferences in typography. *Programmed Learning and Educational Technology*, May 1981, *18*, 57-61.

Examines typeface preferences of 245 volunteer university student respondents by means of a mail survey conducted from the University of Western Australia. The survey was mailed to 320 students. Subjects were presented with short paragraphs which were written in 16 ways varying by typeface, size, emphasis, and leading. Each student viewed six of the 16 combinations of features and was asked to rank them in order of preference. All main effects (typeface, size, emphasis, and setting) significantly affected preferences. There were interactions among variables. Emphasis proved to be the dominant factor although a general preference for the more spacious type was evident.

GERBER, R. V. An international study of children's perception and understanding of type used on atlas map. *The Cartographic Journal*, December 1982, *19*, 115-121.

Ascertains children's perceptions and understanding of three different typefaces on small-scale atlas maps. Subjects were 90 Australian children in Years 6, 8, and 9 from a non-government school, 22 children in Year 4 at an inner London Junior school, and 48 children in Forms 1 and 4 at a British Secondary School. Subjects ranged in age from 9 to 15. Materials consisted of four maps each with the same 62 place names. The names were presented in Univers Medium, Univers Bold Condensed, and Times New Roman. Type size on each map consisted of 6-, 8-, 10-, and 12-point type and each size indicated a different size urban population. Eight questions were asked concerning each map with 45 seconds allotted to answer each question. Seven additional questions were used to gauge children's personal perceptions and preferences. With the exception of the Year 9 Australian group, children consistently scored best when smaller names (6-point and 8-point) were presented in a spaced typeface without serifs such as Univers Medium and when the larger names (10-point, 12-point) were presented in bold condensed typeface such as Univers Bold Condensed. Lowest scores were found when Times New Roman typeface was used, a type with serifs. Children markedly preferred the combination of type size and face on which they performed best.

PHILLIPS, RICHARD J. Making maps easy to read—A summary of research. In Paul A. Kolers, Merald E. Wrolstad, & Herman Bouma (Eds.), *Processing of Visible Language*, Vol. 1. New York: Plenum Press, 1979, 165-174.

Gives examples of selected current research findings on map legibility. Studies are arranged under the topics of Search, Place Names, Relief Maps, Symbols for Woodland,

and Repertory Grid Techniques. In searching a map, findings have indicated that color-coded symbols take less time to find than those coded by letter, number, or shape. Color codes are easier to distinguish in peripheral vision than are size or shape codes. Names also are found more quickly when the type size or the color in which they appear is known. Work done with relief maps shows that the map design must be related to the way in which a map is to be used. Findings have suggested that maps can be used in divergent and convergent ways.

Phillips, Richard J., & Noyes, Liza. An investigation of visual clutter in the topographic base of a geological map. *The Cartographic Journal*, December 1982, *19*, 122-132.

Compares five versions of a geological map differing only in their topological bases. Subjects were 140 undergraduates and 5 graduates studying geology at five English universities. They were assigned randomly to one of the five kinds of maps. The maps differed in the number of topographic symbols present, with four maps being various simplifications of the full version. Subjects answered 12 questions calling for various map reading skills. Reduction in visual clutter improved performance. It appeared that symbols only have a cluttering effect on other symbols of the same color, that line symbols mostly cluttered other line symbols, and that point symbols cluttered other point symbols.

Yarnal, Careen M. Mackay, & Coulson, Michael R. C. Recreational map design and map use: An experiment. *The Cartographic Journal*, June 1982, *19*, 16-27.

Examines how recreation map design affects user reaction and utilization. Three test maps of a scenic Canadian National Park were designed: 1) the Continuous Monochrome map, which was produced in black and white and gave no encouragement to use one trail over another; 2) the Continuous Colored map which varied from the monochrome only with respect to color; and 3) the Trail Specific map on which only more popular trails were portrayed and a numbering system was included along each trail. A fourth testing situation was the distribution of continuous Monochrome and Trail Specific maps together. Test maps were made available to park users in dispensers placed at strategic points, and data on their use were collected via questionnaire. A total of 1,500 maps and 650 questionnaires were distributed. Of the 207 completed questionnaires, 157 were from map users and 50 from non-users. Overall response to the maps was positive with a substantial majority of users indicating a preference for a colored map. Users of the continuous colored map found their map more useful than did users of the other maps. The continuous colored map also influenced significantly more users in their route decisions. Text on the continuous colored map was better received than that on the monochrome map. The Trail Specific map was not as favored as either of the continuous map designs. Of the users of the maps in combination, 63% preferred the monochrome map. Map users indicated a higher trail utilization on 81.2% of the trails than did non-map users.

Duffelmeyer, Frederick A. The effect of grade level on cloze test scores. *Journal of Reading*, February 1983, *26*, 436-441.

Investigates the appropriateness of using a single cloze score criterion across all grade levels. Four cloze passages with 20 deletions each were selected, two at grade five level and two at grade 10 level. One passage at each grade was social studies material, the other was science. Subjects were 158 fifth graders and 104 tenth graders, identified as poor, average, or good readers on the basis of standardized reading achievement test scores. Subjects were given the cloze materials appropriate to their grade level. Tenth graders obtained higher scores on their materials than did fifth graders on their material. The pattern was consistent across the three levels of reading ability. The results suggested that the 40% accuracy figure usually quoted as being appropriate for instructional materials may be appropriate for average fifth graders but is not stringent enough for older students.

RYE, JAMES, & SJÖLANDER, PEARL. Readability: The importance of the child. *Reading*, July 1982, *16*, 99-108.

Discusses a few of the numerous aspects of the reader, the text, and the reading processing necessary in research considering the validity of readability formulae and suggests cloze readability scores as important reflectors of the level of interaction between reader and text. In this present study the readability of two translations of the same biblical passages was assessed by three formulae—Spache, FOG, and SMOG. The translations were reported to have controlled vocabulary and sentence length. The greatest disparity between translations was on the SMOG index. Twelve-year-old subjects from a Christian Denominational Board School, biblically oriented, were paired with 24 of their age peers from a State School on the basis of their above-average test scores on the researchers' cloze test of 68 deletions in a narrative passage. Each student was administered one of two forms of a cloze test on the first translation, every tenth word deleted after the 21st or 22nd word. In like manner, two forms of the second translation were administered three weeks later. Tests of significance were not reported in detail but it was reported that the Denominational students earned statistically higher scores, a difference in means of 3.3 raw scores on the first translation. It was concluded that the Denominational students' familiarity with the Bible accounted for this difference.

LUPTON, VICKI B., & FOX, BARBARA J. Reading in vocational subjects: An analysis of students' reading ability and classroom performance. *Reading Psychology*, October-December 1982, *3*, 339-345.

Investigates the reading ability of 218 high school students enrolled in the second year of study in auto mechanics (n = 91), carpentry (n = 38), electronics (n = 44), graphics (n = 30), and masonry (n = 15). Scores for Total Reading on the *California Achievement Test* (CAT) were obtained as well as cloze test scores from vocational textbooks. In addition, grades in vocational classes were recorded. Readability estimates applied to textbooks gave grade level difficulties ranging from grade seven for the auto mechanics book to grade 10 for the electronics and graphics texts. Mean grade equivalent scores on the CAT ranged from 7.68 for masonry students to 11.43 for electronics students. Mean cloze performance scores were above 40% only for the auto mechanics students. For masonry students, mean cloze performance was 13.62% correct. Correlation coefficients between cloze performance and grades ranged from .22 for electronics students to .38 for auto mechanics students.

NGUYEN, LIEM THANH, & HENKIN, ALAN B. A readability formula for Vietnamese. *Journal of Reading*, December 1982, *26*, 243-251.

Attempts to develop an objective method for ascertaining readability levels of Vietnamese prose materials. A pool of 20 passages of some 300 words each was selected from materials covering grades 4 through college. Judged readability level (RL), the percentage of difficult words in the passage (WD), the average length of sentence (SL), and the average word length (WL) were ascertained through use of a set of procedures developed for this purpose. Developed also was a Readability Table and Scale to facilitate computation of RL and the interpretation of results.

IV-20 Studies on the reading process

CHALL, JEANNE S. *Stages of Reading Development.* New York: McGraw-Hill Book Company, 1983.

Presents the related research and theories behind a stage-development scheme of reading. Posits six stages, from a kind of pseudo-reading to reading which is highly creative, through which individuals progress in characteristic ways. The first stage, Stage O, is the Prereading stage and occurs from birth to age six. Stage 1 is termed "Initial reading or decoding" and occurs in the first and second grades. The essential aspect of this stage is learning the letters of the alphabet and associating these with the corresponding parts of printed words. Stage 2 is titled "Confirmation, fluency, ungluing from print" and occurs during ages seven and eight in grades two and three. This stage is a consolidation of what was learned in Stage 1. The third stage is called "Learning the new: a first step" and is characterized by the growing importance of word meanings and of prior knowledge as well as the beginning of the use of reading as a tool for learning. It occurs in two phases: Phase A, grades 4-6; and Phase B, grades 7-8 and/or 9. The essential characteristic of Stage 4, "Multiple viewpoints: high school, ages 14-18," is that it involves dealing with more than one point of view. "Construction and reconstruction—a world view: college, age 18 and above" is Stage 5. Readers at Stage 5 know what not to read as well as what to read. Reading is essentially constructive; the reader is using analysis, synthesis, and judgment. Each stage in the scheme presented presupposes skills acquired in the previous stage, and each stage is subsumed by the next stage. It is noted that the age and grade ranges given are not to be viewed as prescriptions but as rough estimates of expected progress for typical individuals. Appendices in the book summarize the research relevant to the proposed stages, present highlights from several earlier reading-stage schemes, and detail the author's analysis of the concepts of reading stages and/or reading development found in 25 professional textbooks on reading instruction.

CRAIG, ROBERT P. Piaget's theory of conceptual development as it applies to the teaching of reading. *Reading Horizons,* Winter 1983, *23,* 119-124.

Takes Piaget's theory of conceptual development and discusses how it applies to reading instruction. Particular emphasis is placed upon Piaget's preoperational stage. It is argued that at this stage some children may experience difficulty in developing certain reading skills through letter-sound associations. The mere memorization of such an association may lead to difficulty in comprehension. At the preoperational stage, too, the child does not perceive in gestalts but in parts. The implication of this, according to the author, is that the child cannot pursue a reading program in which he is expected to know grapheme-phoneme relationships and to put words together to form a sentence. To initiate a child into reading, the teacher must determine the child's level of symbolic representation. Specific implications for teaching are presented.

CHANG, FREDERICK R. Mental processes in reading: A methodological review. *Reading Research Quarterly,* 1982, *18*(2), 216-230.

Reviews methodological procedures used in studying mental processes while reading. Ascribes methods as being either simultaneous or successive and either obtrusive or unobtrusive. Simultaneous methods monitor performance while the reader is engaged in the reading act and are useful for studying encoding or perceptual processes in reading which are relatively unconfounded by memory processes. Successive methods involve measuring some variable after a reader has completed reading a text and provide information regarding retention and representation of material from a previously read text. Obtrusive methods interfere with normal silent reading in some way, while an unobtrusive method is not disruptive. Differences between memorization and comprehension instructions were examined along with the effects of text difficulty.

SMITH, SHARON L. Learning strategies of mature college learners. *Journal of Reading*, October 1982, *26*, 5-12.

Analyzes and synthesizes introspective essays from 13 graduate students who were preparing to teach in a college learning center. Subjects were asked to identify a reading selection in an unfamiliar field and to maintain an account of how they proceeded to learn from the text. Several steps were used in analyzing the data from the essays. It was found that the readers employed a study plan and strategies accumulated over years of study. They utilized a trial and error approach and frequently changed strategies. A number of non-text activities were identified. These included such things as forming an image of the self as a competent comprehender, confronting negative reactions, summing up positive feelings, assessing prior knowledge, devising a conscious plan for learning, and taking breaks. Cursory text activities including such things as survey or inspectional reading also occurred. A category of constructive text activities was also identified. These were efforts to construct some kind of alternate text such as summaries or retellings, diagrams, or glossaries. Monitoring and consolidating strategies were also noted.

MORGAN, ALISTAIR; TAYLOR, ELIZABETH; & GIBBS, GRAHAM. Variations in students' approaches to studying. *British Journal of Educational Technology*, May 1982, *13*, 107-113.

Employs open-ended in-depth interviews with 24 British first-year university students in an effort to determine how they approached studying. Students were interviewed before, during, and after taking a social science foundation course. One interview was conducted immediately after completion of an essay assignment. Interviews were taped, transcribed, and analyzed. Approaches were broadly classified as either deep-level or surface-level. Deep-level approaches focused on attempting to deal with the ideas and main points in some way; surface-level approaches took a memory or passive stance. However, within the two broad categories, variations were noted.

KINTGEN, EUGENE R. *The Perception of Poetry*. Bloomington, Indiana: Indiana University Press, 1983.

Studies what readers actually do while reading poetry by having six advanced graduate students tape their thoughts while reading three poems and then take part in group discussions of the poems. Subjects were given a poem and two hours' worth of tape cassettes on a Monday and were asked to return the cassettes prior to discussion of the poem on a Friday afternoon. Instructions were to verbalize everything they did in attempting to come to a complete understanding of a poem. Typewritten protocols were then analyzed into four operations emphasizing the relationship between the reader and the text (READ, SELECT, ILLUSTRATE, and LOCATE); two operations that report what the reader is doing or about to do (NARRATE) or that refer to the readers' own situations, likes and dislikes, or emotional responses (COMMENT); five operations that deal with the linguistic aspects of the text (PHONOLOGY, FORM, WORD, SYNTAX, and TONE); four operations that constitute interpretation (PARAPHRASE, DE-

DUCE, CONNECT (four types), and GENERALIZE); two operations that concern validity (TEST, JUSTIFY); and four operations that deal with the style of the protocol rather than the content (RESTATE, ILLUSTRATE, QUALIFY, and RECALL). Analysis of the protocols served two basic aims: 1) to understand and characterize what the reader is doing at each moment, and 2) to specify the problem space the reader uses. The analysis revealed that a problem solving process does occur. While the six readers worked within similar problem spaces, each seemed to operate in accordance with a script or predetermined, stereotyped collection of actions; i.e., a reader seemed to confront different poems in much the same manner. Thus readers were both at the same time similar to one another and idiosyncratic. Although the final interpretations differed, they were all arrived at by using the same basic reporting of operations. Readers differed in the emphasis placed on different operations and in the information from their long-term memory used during reading. Thus similar or identical operations have different results in different readers because the content and organization of readers' memories differ.

GARNER, RUTH. Verbal-report data on reading strategies. *Journal of Reading Behavior*, 1982, *14*, 159-167.

Studies the reading and summarizing strategies of 20 undergraduates who read expository text. An additional 20 undergraduates served as observers and were told to record in writing all overt behaviors of readers. Readers received a 167-word paragraph and were asked to read and summarize it. Half of the readers were asked to write down all they could remember doing and thinking while reading shortly after finishing the reading; the other 10 completed the self-report two days later. Ten strategies for comprehension were reported more than once.

STRAHAN, DAVID B. Problem solving strategies of early adolescent readers: A naturalistic protocol analysis. *Reading Improvement*, Fall 1982, *19*, 183-193.

Develops a naturalistic protocol analysis procedure and analyzes the performances of 15 grade five and six pupils to 55 reading and problem solving tasks. The 15 pupils were divided into four groups on the basis of scores on the *Concrete-Operational Reasoning Test*. Problem solving activities included both concrete and formal operations. Each of the four groups of pupils met with a researcher for seven 45-minute sessions to complete the problem solving tasks. Sessions were taped, and researchers encouraged subjects to verbalize their thought processes. Protocols were analyzed and responses categorized. Tem problem solving tasks representing 10 different dimensions of formal operations were selected for comparison purposes. Written comments of pupils to the 10 tasks were also analyzed. Incorrect responses were of three principal types: perplexed, literally bound, and attempted experimentation. Pupils differed markedly in their use of four principal strategies: visualization, experimentation, abstraction, and extension.

POLLATSEK, ALEXANDER; BOLOZKY, SHMUEL; WELL, ARNOLD D.; & RAYNER, KEITH. Asymetries in the perceptual span for Israeli readers. *Brain and Language*, September 1981, *14*, 174-180.

Undertakes an investigation to determine if the perceptual span of native Israeli readers is asymmetric to the left or right or is symmetric. Six bilingual Israeli adults read 16 Hebrew sentences and 16 English sentences in each of three conditions as their eye movements were monitored. In both languages, sentences were presented in blocks of eight on a cathode-ray tube with the window either being symmetrical around the fixation point, asymmetric to the right, or asymmetric to the left. When reading Hebrew text, reading performance in words per minute did not differ between the symmetric condition and the asymmetric condition in which the window was shifted to the left; in reading English, the symmetric condition did not differ from the asymmetric condition in which the window was shifted to the right. For both languages, the asymmetric condition in which the window was shifted in the direction opposite to that of reading resulted in a lowering of rate. The authors state that the findings support the conclusion that when reading meaningful text, the direction of reading, rather than hemispheric specialization, determines the asymmetry of the perceptual span.

McKoon, Gail, & Ratcliff, Roger. The comprehension processes and memory structures involved in instrumental inference. *Journal of Verbal Learning and Verbal Behavior*, December 1981, *20*, 671-682.

Designs five experiments using priming techniques to investigate some of the processes and memory structures involved in instrumental inference. Two methods are used for the study of instrumental inference, both requiring the subject to respond as to whether a test word occurred in a previously presented text. Subjects in all experiments were undergraduates enrolled in an introductory psychology course; numbers ranged from 16 to 34. In Experiment 1, subjects read 42 five-sentence paragraphs sentence by sentence and, after reading the last sentence of a paragraph, were presented with a single word test for recognition. Two versions of each paragraph were prepared, varying in their final sentence. In one version, an action highly associated with an instrument in the first sentence was used; in the other version, the instrument was not likely for the action in the final sentence. For both versions, the test word was the instrument appearing in the first sentence. Sixty additional filler paragraphs were also read by subjects. Materials appeared on a screen at a speed determined by each subject. Experiment 2 was similar to 1 but the instrument mentioned in the first sentence was appropriate to but not highly associated with the action. Experiments 3 and 4 investigated another component process, the connection of the to-be-inferred concept to the information that activated it. Experiment 5 was designed to rule out an alternative explanation to the results obtained in Experiment 3. Only instruments highly related to the action were activated by reading a sentence containing the action, and only instruments highly related to the action were connected to the action in the memory representation of the text.

Rayner, Keith; Well, Arnold D.; Pollatsek, Alexander; & Bertera, James H. The availability of useful information to the right of fixation in reading. *Perception & Psychophysics*, June 1982, *31*, 537-550.

Reports a series of four eye movement experiments examining the processes of letter and word encoding to the right of fixation during reading. Subjects were 9, 6, 10, and 8, respectively, for the four experiments, all from a university community and all experienced in eye-movement experiments. Five- to eight-word sentences, varying in syntactic structure, were used as stimuli. In the first two experiments, reading performance when the information available to the right of fixation was determined by a fixed number of letters was compared with reading performance when the information to the right of fixation was determined by a fixed number of words. Findings showed that, beyond making more letters visible, preserving all the letters of a word was of no special benefit to reading. Experiments 3 and 4 presented parts of the word to the right of fixation as well as the fixated word. Results indicated that reading was improved by this partial information and that preserving three letters of the word to the right of fixation improved reading almost as much as presenting the whole word. Implications for models of reading are discussed.

PUGH, A. K. Styles and strategies in silent reading. In Paul A. Kolers, Merald E. Wrolstad, & Herman Bouma (Eds.), *Processing of Visible Language*, Vol. 1. New York: Plenum Press, 1979, 431-443.

Describes a video-camera, recorder, and monitor devised for studying styles of reading under near normal conditions and reviews several studies in which the method was used to investigate location of information in books by skilled readers. Data from one previously unpublished study are also presented. Subjects in the several studies were given a book and some questions to answer using the book. Introspection, discussion, and observation were used to identify five styles of reading: scanning, search reading, skimming, receptive reading, and responsive reading. In the previously unreported study, 21 undergraduates were used to assess the effect of a reading efficiency course on the ability to locate information. The experimental group who had taken the course did not differ significantly from controls with regard to time or accuracy but was superior to controls in answering a seven-question test. Data gathered from 32 British sixth-formers, mean CA = 17-3, indicated that both the sixth-formers and undergraduates exhibited some difficulties with the information location tasks. Search reading to locate information and skimming seemed to be employed less frequently than expected. In another study done with 30 British 9- and 10-year-olds, performance was reported as unsatisfactory in relation to a task asking children to locate information in a text. Preliminary results of a follow-up study of the same children four years later suggests that some of these children still have diffuculty with the task.

O'REGAN, KEVIN. Momenting to moment control of eye saccades as a function of textual parameters in reading. In Paul A. Kolers, Merald E. Wrolstad, & Herman Bouma (Eds.) *Processing of Visible Language*, Vol. 1. New York: Plenum Press, 1979, 49-60.

Investigates saccade size as a function of the sentence structure. Pairs of sentences were constructed which were similar in visual and grammatical structure. Constant elements were the position in the sentence of "THE" or a verb, the number of letters in at least the two preceding words, the end letters of the words preceding, and the first letter of the word following the critical "THE" or verb. The word preceding the critical word appeared as either a noun or a verb. Subjects read 48 test sentences and 96 filler sentences, all presented in capital letters. Eye movements were recorded. Results suggested that subjects tended to skip "THE" and used fewer and shorter fixations on it than on a three-letter verb occurring in the same context. Findings were interpreted as indicating that eye movements such as saccades, regressions, and fixations are controlled sufficiently rapidly to be influenced from moment to moment by information relative to the lexical category of a word in peripheral vision. Differences in preceding context interact with the THE-skipping effect making it on occasion either weaker or stronger. Instantaneous saccade size, fixation duration, regression possibility, and fixation density seem to be controlled from moment to moment in a coherent way.

CHEN, MAY JANE. Sequential response tendencies and reading habits: A study with Chinese readers. *Australian Journal of Psychology*, April 1982, *34*, 103-115.

Describes a research study in which the sequential response tendencies of Chinese readers were studied in a naming task using unrelated Chinese characters. Subjects were 64 undergraduates enrolled in a beginning psychology class at the National Taiwan University. All subjects were familiar with two modes of reading Chinese: A and B. Mode A is the same as reading English, i.e., across a line from left to right and down the page one row or line at a time. Mode B is characterized by a top-rightmost start, proceeding downward in each column and from right to left column by column. Subjects were presented with a wide range of Chinese characters consisting of four classes ranging from 2 to 12 strokes in number and varying in three levels of frequency of usage. Eight characters were arranged in displays in four linear and four geometric patterns. A total of 96 displays was prepared. Subjects were to read each character on a display as rapidly as possible. Response time and the order in which characters were reported were recorded. Both number of strokes and frequency of usage of Chinese characters affected response time. Subjects' performance tended to be highly systematic, and there was a high degree of consistency within and between subjects in response sequences, particularly for the linear patterns. Subjects' behavior followed Mode A more closely than Mode B.

HABER, LYN R., & HABER, RALPH NORMAN. Does silent reading involve articulation? Evidence from tongue twisters. *American Journal of Psychology*, Fall 1982, *95*, 409-419.

Measures reading time during silent and oral reading of 10 tongue-twister sentences and 10 control sentences, matched for syntactic structure, number of syllables, and number of stresses. Subjects were 10 undergraduate volunteers. Tongue-twisters were read more slowly than the control sentences both silently and orally.

PHIFER, SANDRA J., & GLOVER, JOHN A. Don't take students' word for what they do while reading. *Bulletin of the Psychonomic Society*, April 1982, *19*, 194-196.

Investigates the types of metacognitive skills employed by 76 undergraduates. Subjects were administered the *Nelson-Denny Reading Comprehension Test* and those scoring in the upper quartile (N = 16) and lower quartile (N = 13) were identified as high and low comprehenders, respectively. Subjects were given an 11-paragraph passage on solar evolution and asked to underline the main ideas. They also completed a free recall task. Additionally, all students completed a metacognition form after taking the Nelson-Denny in which they were asked to identify the techniques they used to assist in recall. Upper and lower quartile students filled out an additional metacognitive form following the reading task. High comprehenders identified a significantly greater number of main ideas and also recalled significantly more idea units from the passage than did low comprehenders. On the metacognitive instrument, there were no significant differences between groups on the techniques they claimed to employ or on reported usage of memory strategies.

HUFFMAN, GAIL M.; EDWARDS, BARBARA; & GREEN, MICHAEL. Developmental stages of metalinguistic awareness related to reading. *Reading World*, March 1981, *21*, 193-200.

Explores children's thinking about the processes of written communication by means of Piagetian type interviews to gain insights related to cognitive development across the developmental age span. Extensive interviews were conducted with 10 children at each of three ages: 4-6, 10-12, and 16-18. Interviews were developed to elicit responses in three categories: 1) definitions and purposes of reading, 2) processes and strategies involved when reading, and 3) evaluation of reading. All transcribed tape recorded interviews were read independently by the three researchers. When Stage I children were requested to define reading, their replies included physical, observable behaviors: "look at the book," "use their eyes, just read the letters together," "sound the words out." Their responses indicated that in being able to read the words was synonymous with understanding what was meant. Stage II responses manifested an awareness of the reader's expanded role as an interpreter of the text by means of semantic and syntactic skills. Definitions were dependent on reader motives, purpose and type of material being read. When help in reading was sought, it was for help in understanding the author's message if the following sentence did not cue it. In Stage III responses, the reader's wider role as interactor with a multifaceted body of texts was revealed as well as the reader's responsibility to accept responsibility to determine contextual importance and to interpret with understanding.

ELLIOTT, STEPHEN N. Children's knowledge and use of organizational patterns of prose in recalling what they read. *Journal of Reading Behavior*, Fall 1980, *12*, 203-212.

Investigates effects that two top-level structures of prose organization, adversative (relates a favored view to an opposing view, or what did happen to what did not) and attributive (lists several ideas or traits concerning an event or object), have on pupils' recall of expository textual material written at sixth-grade level. Male and female sixth-grade pupils (N = 105), none having a reading comprehension score more than a year below grade level, participated. Subjects read a selection of 129 words organized with an adversative top-level structure or a 132-word passage organized with an attribution top-level structure. Analysis of recall scores indicated that there was no significant main effect for top-level structure. Pupils' written responses revealed that the attributed structure was employed by 53% and the adversative by 38% of the readers, with the former recalling slightly more of the passage than those who used the latter version. This use revealed that when readers intentionally or unintentionally employ a top-level structure, it provides them with an organizational pattern or strategy for encoding information from a text and retrieving it from memory.

MILLER, RAYMOND B. Inference at comprehension: Fact or artifact? *Journal of Reading Behavior*, Winter 1980, *12*, 279-297.

Argues that previous research examining the presence of inferential eleborations in subject responses to memory tasks failed to determine the locus of inference production. Three experiments each using a different paradigm, were undertaken. Experiment I—Cued Recall, employed 60 undergraduates and utilized three study lists of 17 sentences each; subjects were able to use implicit imformation as memory cues in the recall of sentences as effectively as the same information stated explicitly. Experiment II—Recognition, was undertaken with 19 students participating in a testing that involved forced-choice in 20 two-sentence task items, which demanded that the subject compare the test alternatives with his/her memory representation of the study sentence. Experiment III—Reaction Time, drew 44 students who submitted to 18 study paragraphs generated from six propositional text bases which explicitly and implicitly stated all, and all but one, of the propositions. The third version of the text base was the implicit-prompted paragraphs equipped with questions which led subjects to infer the implied proposition. The particular inferences of concern were instruments and/or consequences of action implied by the texts. The results of the three experiments supported the position that such inferences are made during comprehension.

GERBER, RODNEY V. Competence and performance in cartographic language. *The Cartographic Journal*, December 1981, *18*, 104-111.

Views the research findings on how individuals, particularly children, develop an understanding of (competence) and an ability to use (performance) the signs and symbols found on maps. The concept of competence is based on an individual's ability to comprehend cartographic signs. The process of understanding of cartographic signs consists of four components arranged in a hierarchial order from simplest to most complex: 1) knowledge of the sign in context, 2) knowledge of the sign out of context, 3) understanding of the concept represented by the sign, and 4) ability to make inferences words, type size, style and weight, and the map background. Children's performance in cartographic language dos not appear to occur spontaneously but develops as children mature and develop cognitively. Competence along with such factors as nonverbal intelligence, CA, reading ability, map-reading ability, and verbal intelligence in map performance are all influences on an individual's development of performance in cartographic language.

Bettelheim, Bruno, & Zelan, Karen. *On Learning to Read: The Child's Fascination with Meaning.* New York: Alfred A. Knopf, Inc., 1982.

Propounds that a major factor in children's lack of interest in reading is the materials encountered in basal readers. The authors and six co-workers concentrated their observations on some 300 children in seven public and one private school. Type of oral reading errors and comments made by children were evaluated utilizing psychoanalytical insights. It is maintained that text misreadings frequently are indicative of an inner emotion the child is trying to express. Other misreadings are caused by "empty" texts which lead to boredom on the part of children. It is recommended that children can best learn to read by grappling with print which clearly expresses ideas and feelings.

Rogers, C.D. Assessing the reading process when women read advertisements. *Reading Improvement*, Summer 1982, *19*, 114-116.

Studies 22 housewives who participated in reading magazine advertisements Subjects were asked to classify their general feeling (positive, neutral, or negative) toward eight magazine ads. Eight techniques, ranging from introspection to observation of gross eye pathways, were used to detect the reading process used. Introspective findings indicated that ads were read with a purpose and were evaluated critically based on purposes and needs. The five most common processes used, as identified by introspection, were: 1) evaluating authenticity of information, 2) relating to prior information, 3) reacting to the ad itself (persuasive tactics, appropriateness of words), 4) criticizing the information given, and 5) criticizing generalities. Altogether, 28 processes were revealed.

IV-21 Comprehension research

Pearson, P. David, & Spiro, Rand J. Toward a theory of reading comprehension instruction. In Katharine G. Butler & Geraldine P. Wallach (Eds.) *Language Disorders and Learning Disabilities.* Rockville, Maryland: Aspen Systems Corporation, 1982, 71-88.

Discusses the emerging research and theory related to schema theory. Defines a schema, elaborates how schemata work, and then offers instructional techniques and procedures based on schema theory. Several reading problems are also explained within a schema-theoretic framework.

Wade, Barrie, & Dewhirst, Wendy. Readers' Digest: The implication of research in reading comprehension. *Educational Review*, February 1983, *35*, 89-95.

Reviews briefly selected research in various aspects of reading. Includes some research related to reading and language as well as short citations to other information.

MANGANO, NANCY G.; PALMER, DOUGLAS; & GOETZ, ERNEST T. Improving reading comprehension through metacognitive training. *Reading Psychology*, October-December 1982, *3*, 365-374.

Reviews briefly the definition of and thinking related to metacognition. Some research into metacognition and reading is cited and implications for reading instruction are offered. A case study illustration of a 13-year-old boy who was diagnosed as having comprehension difficulties is presented. The focus of instruction for him was on self-monitoring and self-questioning strategies. Pre- and posttest scores on the Comprehension Subtest of the *Stanford Diagnostic Reading Test* were analyzed and a significant increase was found. *Reading Miscue Analysis* results also suggested that he used a greater amount of context cues after instruction.

STERNBERG, ROBERT J.; POWELL, JANET S.; & KAYE, DANIEL B. The nature of verbal comprehension. *Poetics*, May 1982, *11*, 155-187.

Discusses the nature of verbal comprehension, emphasizing the role of learning from context. The discussion is divided into five sections. In the first, a brief review of the research literature on learning from context is presented. In the second section, the authors describe their own developing theory of learning from context and relate their ideas to relevant earlier ones. Some empirical data supporting their theoretical ideas are presented in the third section. In the fourth section, the authors place their theory and data, and those of others, into a broader conceptual framework for understanding verbal comprehension as a unitary construct. Some of the psychological and educational implications are discussed in the final section.

JOHNSON, MARY M. Research update: Reading comprehension/cognitive-/metacognitive skills. *The California Reader*, March/April 1983, *16*(3), 15-20.

Reviews selected recent research on various aspects of comprehsnion and metacognition. The literature is classified under the headings of Pre-reading Activities, Questioning Strategies, Questioning classifying and/or unifying systems, Metacognition, and Text analysis.

CHALL, JEANNE S., & JACOBS, VICKI A. Writing and reading in the elementary grades: Developmental trends among low SES children. *Language Arts*, May 1983, *60*, 617-626.

Reports a study on developmental trends in reading and writing of 30 low socioeconomic pupils. The children, in grades two, four, and six, were screened by the research team on individual tests of oral reading, word recognition, and word analysis. One year later they were tested on an individually administered instrument yielding separate scores in word recognition, phonics, oral reading, word meaning (orally administered same print), silent reading comprehension, and spelling. Examples of scoring the writing of a below average student in third grade, of an above average reader in fifth grade, and of a below average seventh grade student are included. Various reading components developed were found for oral and silent reading. Word meaning had a strong start in grade two, but was the first component to go into an early deceleration. By grade four, children tested below expected grade levels in this area; and by grades six and seven, they tested more than two years below grade level. Tests of oral and silent reading that used context, decelerated least and latest. In comparison to above average readers, below average readers showed an earlier and stronger deceleration.

McGee, Lea; Charlesworth, Rosalind; Cheek, Martha; & Cheek, Earl. Metalinguistic knowledge: Another look at beginning reading. *Childhood Education*, November/December 1982, *59*, 123-127.

Reviews the nature of metalinguistic knowledge of stories and its influence on learning to read and presents implications for classroom activities. The literature suggests that young children spontaneously use their knowledge about stories to comprehend and remember narratives. The development of the metalinguistic knowledge of stories occurs during the kindergarten year and continues to grow as children become more consciously aware of different aspects of narratives.

Pitts, Murray M. Comprehension monitoring: Definition and practice. *Journal of Reading*, March 1983, *26*, 516-523.

Gives a brief overview of theories and research related to comprehension monitoring and offers suggestions for teaching such strategies. Although young children generally are poor at metacognitive skills, research is cited suggesting that metacognition is beginning to develop by grades two or three. Differences in monitoring abilities vary among all ages of readers as well as among reading ability levels. Older, better readers as a rule are better comprehension monitors than younger, poor readers. Monitoring efficiency also appears to be influenced by cognitive style and learning disability. Good comprehenders use various alternative strategies when they have difficulty understanding text. However, making students aware of possible obstacles to comprehension has not always been successful in activating monitoring strategies in poor readers.

Giordano, Gerard. Does episodic memory influence initial reading instruction? *Journal of Learning Disabilities*, October 1982, *15*, 467-469.

Synthesizes selected research from the areas of experimental psychology, computer intelligence, and linguistics which indicate that semantic memory can be organized into episodic units. Using this information, the author notes that when children learn to read, five aspects of comprehension can be presented episodically or abstractly; 1) the identity of reading, 2) the identity of the person communicating the passage, 3) the identity of the audience to which the message was directed, 4) the circumstances under which the message was transmitted, and 5) the reason for transmitting the message. Examples of how episodic frames can be used in building initial reading instruction are presented.

Townsend, Michael A. R. Flexibility of schema shifting in good and poor readers. *Journal of Reading Behavior*, 1982, *14*, 169-177.

Compares the ability of good and poor third-grade readers to make appropriate schema shifts in passage theme in a listening task. Reading ability for the 20 good readers and 20 poor readers was assessed by the *Metropolitan Achievement Test*, Reading, and by judgments of the school reading specialist. Half of the children in each group were assigned to the Cued Shift Condition which involved the consecutive presentation of two previously cued but ambiguous passages; the other half were assigned to the Uncued Shift Condition. Passages were 61 words long, dealt with familiar activities, and contained 10 idea units. Children listened to a tape of the passage, were asked to recall it, and then were asked six questions about their reading. In the cued condition, the title for each passage was presented just prior to hearing it; in the uncued condition, both titles were given prior to hearing the first passage, and only a regular sentence pause occurred between the two passages. The cued group showed no difference in recall of the two passages; this pattern was not influenced by reading ability. Recall was uniformly low across both passage halves in the uncued shift condition. Children reported having difficulty in shifting schema.

Stebbing, Jan, & Rabab, Bridie. Reading for meaning: An investigation of the effect of narrative in two reading books for seven year olds. *Reading*, December 1982, *16*, 153-162.

Presents two different texts, comparable in readability, to 10 seven-year-old British children in one infant school and compares the errors elicited and comprehension for the two. Although the selected texts were both between 700-800 words long, one was a complete story while the other was not. Children were asked to read aloud from each and then to recall the story. Oral reading was analyzed for errors of omission, insertion, and substitution, as well as for the number of semantically acceptable errors. For the complete story, there was higher recall and items were always remembered in sequence. Also all but two children made a higher percentage of semantically acceptable errors when reading the complete story as opposed to the incomplete text. The authors argue that the incomplete story is difficult in ways not measurable by readability formulas and in ways not evident from oral reading performance. It is further argued that presenting children with books containing a strong story-line enables them to develop appropriate strategies towards becoming readers.

Kemper, Susan. Filling in the missing links. *Journal of Verbal Learning and Verbal Behavior*, February 1982, *21*, 99-107.

Conducts two experiments to determine if 1) readers can detect and repair missing events in story (gaps), and 2) if readers distinguish between superordinate and subordinate constituents of stories. Narratives were written using a taxonomy of the possible causal connections between actions and states. Gaps were created in the event chains by deleting actions and physical and mental states. Some deletions resulted in violations of the event chain taxonomy while others did not. Subjects were undergraduate students, 36 in Experiment 1 andd 40 in Experiment 2. Several stories were prepared for each experiment and eacch sentence of a story was typed onto a separate card. Subjects read the stories and then were to repair any gaps in the story by writing one or more sentences. Violations of the taxonomy were detected and repaired more frequently than nonviolations, and few unnecessary additions were made. Familiarity with plots and characters did facilitate accuracy. Actions were more likely to be restored than physical and mental states, however, the restoration of physical and mental states did increase from the first third to the last third of the story. Superordinate actions were restored more frequently than subordinate, and subordinate actions missing from the last third of the story were restored most often than subordinate actions in the first third of the stories.

Wittrock, M. C. Writing and the teaching of reading. *Language Arts*, May 1983, *60*, 600-606.

Advances a model of generative reading comprehension that includes three major components: generation, motivation, and attention. The essence of the model is that comprehension involves the reader's active *generation* of two types of semantic relations: 1) among the parts of the text, and 2) between the text and knowledge or experience. This generation implies a *motivation* or willingness to invest effort in reading, and an ability to attribute success and failure in generating relations to one's effort. *Attention*, the third factor in the model, directs the generative processes to relevant text, related knowledge, and memory of pertinent experience. Attention consists of two components, a short-term, orienting response, and a long term or sustained response. Teachers influence these components by the questions they ask, the texts they use, and the directions they provide students regarding the relations they are to construct between their experience and the texts they read. *Generation*, begins with the development of meaning by relating sounds to letters (decoding), by relating letters to words (vocabulary), words to sentences, sentences to paragraphs, and paragraphs to texts (comprehension). All of these types of constructed meaning, decoding, vocabulary, and comprehension, involve generation. A second type of generation involves building relations between the text and knowledge and experience. Goes on to cite related studies spanning a decade designed to test implications for teaching this model of generative reading comprehension, which suggest that when readers construct relations between their knowledge or experience and the text, their comprehension and attention tend to increase. To attain these results requires learners who accept some responsibility for constructing both types of relations, and teaching procedures which focus attention upon the relevant types of relations to be constructed for a given text.

NUNAN, DAVID. Distance as a factor in the resolution of cohesive ties in secondary texts. *Australian Journal of Reading*, March 1983, *6*, 30-34.

Administers two cloze tests containing intra-sentence (S) and intersentence (T) deletions in three cohesive categories (reference, conjunction, and lexical) and notes the differences in ability to fill in the blanks in the two types. Final data were analyzed on 20 Year nine Australian students. The two passages each contained 64 deletions; one was from a science text, the other from a fiction text. Students had more S items correct than T items in both types of material.

IRWIN, JUDITH WESTPHAL. The effect of linguistic cohesion on prose comprehension. *Journal of Reading Behavior*, Winter 1980, *12*, 325-332.

Describes an effort to study the relationships among cohesive ties in a passage and free and prompted recall scores. Five main types of cohesive relationships were identified: 1) referential; 2) substitution; 3) ellipsis; 4) conjunction; and 5) lexical. Two versions of a passage on gibbons were developed, with one account containing about twice as many ties as the second. Sixty university sophomores and juniors participated; each one read one of the passage-versions and then, either immediately or after 20 minutes, recorded his/her free recall and answered prompted-recall questions. Dependent measures were the reading times, total number of propositions recalled, reading times per 100 propositions recalled, and the numbers of short answer questions answered correctly. Additionally, the numbers of clear macro-level statements and the numbers of inferences reported were tabulated. Though there were no differences between the treatment groups in terms of the numbers of micro-level propositions recalled, there were significant differences between these groups in terms of the theoretical reading time/100-proposition-recalled ratios, the numbers of reported macro-level statements, and the numbers of prompted-recall questions answered correctly in the delayed condition. Less cohesive prose appeared to require more reading time per proposition recalled than highly cohesive text. However, given unlimited reading time, readers may use the time to enable them to recall as much as if they were reading highly cohesive passages. The two high cohesion groups were more likely to report macro-statements than were the two low-cohesion groups.

GRAESSER, ARTHUR C. *Prose Comprehension Beyond the Word*. New York: Springer-Verlag, 1981.

Examines how cognitive resources are allocated during reading and how prose is represented in memory. The book integrates approaches in the cognitive sciences with research in experimental psychology. In the opening chapters, the literature is reviewed in a number of areas while the later sections deal primarily with the author's previously published work or the research done at his institution. To answer how readers allocate resources among various levels of processing (letter, word, sentence, story), multiple regression analysis is done of reading times of different texts with microstructural features and macrostructural features of the texts entered as predictors. From this, the relative contribution of micro- and macrostructural processes to overall reading times is assessed. A large proportion of the book is devoted to the issue of the relation between the represented text and schemas and the issue of how texts are represented in memory. The research reported is done in a schema-based framework with particular emphasis given to verbal protocol analysis. The information is both too abundant and too complex to abstract briefly. The reader is referred to the book for complete details.

CRAFTON, LINDA K. Learning from reading: What happens when students generate their own background information? *Journal of Reading*, April 1983, *26*, 586-592.

Asks whether high school students who read two topically related texts comprehend the second text better than students who read two topically unrelated texts. Subjects were 30 eleventh graders, randomly selected from a high school class of 150. Students were then assigned randomly to either an experimental or a control condition. Experimentals read two texts on the same topic; controls read two unrelated texts. In both conditions, the second passage was the same. Both topics had been rated as unfamiliar by students. Students were asked to retell the second passage and to list important points recalled. In addition, they were stopped seven times and asked to verbalize what they were thinking as they read the material. Verbalizations were classified, analyzed, and described. Retellings were analyzed for presence or absence of an organizational structure, number and type of important points in the retelling, and supporting details for the important points. The experimental group, when compared to controls, focused on larger segments of text when they reacted, generated more inferences, brought in more outside information and related it to text-based information, and became more personally involved in the reading. Their retellings were better organized, lengthier, and more often focused on higher level text information.

PEECK, J.; VAN DEN BOSCH, A. B.; & KREUPELING, W. J. Effect of mobilizing prior knowledge on learning from text. *Journal of Educational Psychology*, October 1982, *74*, 771-777.

Deals with the effects on learning of mobilizing of reader's existing knowledge prior to reading. Subjects were 68 grade five Dutch pupils who were presented a 125-word passage on a fictional animal. The passage consisted of two topics: 1) the appearance of the animal, and 2) its ways of life and eating habits. In each topic there were nine statements, six of which did not conflict with prior knowledge and three of which were contradictory to prior knowledge. The passage was written in either an organized version in which the statements related to one topic were all together, or in a disorganized version in which they did not appear together. In the mobilization condition, children were told what the two topics were to be and were given three minutes to write what they knew about each one. Pupils then read the text and were asked to reproduce it. One week later they were given an 18-item multiple-choice test. The findings indicated that mobilizing significantly facilitated retention of information inconsistent with prior knowledge but did not affect retention of congruous information. Passage structure did not affect recall.

MARR, MARY BETH, & GORMLEY, KATHLEEN. Children's recall of familiar and unfamiliar text. *Reading Research Quarterly*, 1982, *18*(1), 89-104.

Investigates the relationship between prior knowledge and reading comprehension ability in 11 good, 14 average, and 8 poor readers in grade four. Reading ability was identified by comprehension subtest scores on the *Metropolitan Achievement Test* combined with teacher judgement. Two 100 word paragraphs, one familiar and one unfamiliar, were constructed in each of three topic areas. Pupils were first asked text-based prequestions in order to assess prior knowledge, then read a passage orally and were asked to retell it. Probe questions followed retellings. Pupil responses were coded into propositions which were then compared with text propositions. The three ability groups did not differ significantly from one another with regard to prior knowledge of passages or general knowledge of topics, but responses did differ across passages. Background knowledge improved pupils' processing of new information even when all the passages were equivalent with regard to word frequency, readability, argument repetition, and propositional structure. Both comprehension scores and prior knowledge served as predictors of retelling and post question performance. General prior knowledge of the topic was the strongest predictor of a pupil's ability to draw inferences and elaborate.

HARE, VICTORIA CHOU. Preassessment of topical knowledge: A validation and an extension. *Journal of Reading Behavior*, 1982, *14*(1), 77-85.

Performs both a qualitative and a quantitative measure of topical knowledge to find out which is the better predictor of recall performance. One grade six class (n = 29) of a suburban parochial school participated as subjects. Mean *Otis-Lennon Mental Ability* IQ score was 124.82 and mean reading score on the *Stanford Achievement Test* was 8.8. Prior to reading a 787-word passage about planets, children were asked to predict on a five-point scale how much they thought they could recall and why and then to write down everything which came to mind related to three key words/phrases from the passage. Following the reading, written recall was asked for and then three questions requiring prior knowledge of the topic were asked. Quality of topical knowledge was related significantly to the total number of idea units recalled, but not to the number of main idea units recalled. IQ and reading score together predicted the number of total idea units. Reading and IQ explained 34.01% of the variation in total recall; quality of prior knowledge explained 21.56%. When both IQ and reading levels were controlled in a stepwise fashion, qualitatively-described topical knowledge explained an additional 12.76% of the number of idea units recalled. Quantity was a better predictor of total recall score than quality of topical knowledge. Quantitatively-described topical knowledge contributed an additional 21.02% to score variation, beyond that of IQ and reading. However, quantity did not predict main idea unit recall. Again, with IQ and reading held constant, pupil prediction was a significant predictor of number of total idea units recalled but not of main idea units recalled.

WIESENDANGER, KATHERINE D.; BIRLEM, ELLEN D.; & WOLLENBERG, JOHN. A summary of studies related to the effect of question placement on reading comprehension. *Reading Horizons*, Fall 1982, *23*, 15-21.

Reviews 22 research reports related to the effect of question placement on reading comprehension. The research is placed in chronological order under two main headings: 1) Research showing the advantages of prequestioning, and 2) Research showing the negative results of prequestioning. Most of the early research presented supports the first heading. Not until the mid 1950s was there research which failed to support the hypothesis that prequestioning had positive effects on comprehension. All the most recent research presented is negative. The authors summarize by noting that the interaction of question placement must be considered along with the other variables rather than alone.

WILHITE, STEPHEN C. Prepassage questions: The influence of structural importance. *Journal of Educational Psychology*, April 1983, *75*, 234-244.

Compares the effects of prepassage questions quizzing information of different structural importance on memory for expository passages by 104 undergraduate psychology students. Participants read three expository passages, constructed to be hierarchically organized. Nine high-level and nine low-level questions were generated for each passage. Each subject received one high-level and one low-level question about each passage prior to reading it and was instructed to read each passage so as to be able to answer the questions. Responses to questions were written prior to the reading, then subjects read the three passages. Following reading, subjects completed one half of the *Wide Range Vocabulary Test*, a nine-item biographical questionnaire, and the extraversion and lie-scale questions from the *Eysenck Personality Questionnaire*. A free-recall task followed. Recall was higher for passage segments containing information relevant to high-level questions than for segments containing information relevant to low-level questions. The low-level question condition exceeded the no-question condition only when the analysis was limited to recall of superordinate information from the subtopic cluster containing the quizzed unit. A significant interaction was found between vocabulary ability and question condition. The facilitative effect of high questions declined with increasing vocabulary ability.

GUTHRIE, JOHN T. Questions as teaching tools. *Journal of Reading*, February 1983, *26*, 478-479.

Pays particular attention to the findings and proposals emanating from one study in particular. The research noted that questioning improves the learning of particular content in text by increasing the attention paid to the material covered by the questions. Attention itself is composed of time and concentration. The research suggested that as an individual progressed through the pages of a multi-page text, the time spent per page decreased, but the concentration or intensity of engagement in reading increased. Because the two dimensions of attention tended to equalize each other, comprehension and recall did not change from the beginning to the end of the text.

WILHITE, STEPHEN C. Postpassage questions: Influence of question level. *American Journal of Psychology*, Winter 1982, *95*, 635-654.

Designs an experiment to contrast two explanations of postpassage question effects: the top-down search explanation and the direct-access explanation. A total of 104 community college students read three expository prose passages constructed so as to be hierarchically organized. Each passage contained information on three main topics; sentences specifying the topics and subtopics within each of the three main topics were considered high-level information. Sentences containing details about subtopics were considered low-level information. Nine high-level and nine low-level questions were developed, and each subject received one of each question type about each passage. Subjects were instructed to read so as to be able to answer main idea and detail questions when they appeared after each passage. Following reading, subjects did an intervening task, and then wrote the answers to the two questions without referring back to the text.

Additionally, subjects completed one-half of the *Wide Range Vocabulary Test* (WRVT), filled out a nine-item bibliographic questionnaire, and completed a questionnaire consisting of the extraversion and lie-scale questions from the *Eysenck Personality Questionnaire.* A written free recall task for the three passages was also elicited. Subjects were divided into high-vocabulary and low-vocabulary groups on the basis of WRVT scores. Numbers of high-level and low-level questions answered correctly were determined. High-vocabulary students answered more questions correctly and also recalled more than did low-vocabulary students. Recall in both question conditions exceeded recall in the no-question condition but did not differ significantly from each other. Results favored the top-down search explanation of postpassage question effects over the direct-access explanation. High-level and low-level questions facilitated high-level indirect recall to an equal degree in relation to the no-question condition. Recall of high-level units superordinate to a quizzed detail and recall of directly-quizzed high-level units were facilitated to an equal degree over recall of high-level units from the control segment.

REYNOLDS, RALPH E., & ANDERSON, RICHARD C. Influence of questions on the allocation of attention during reading. *Journal of Educational Psychology*, October 1982, *74*, 623-632.

Attempts to provide stronger support for the finding that questions facilitate learning by leading readers to change their allocation of attention and explores the usefulness of the concept of a volume of attention. Subjects were 77 introductory educational psychology students. Forty-eight pages of text, divided into 12 four-page zones, were displayed on a PLATO system terminal. For each zone, there were two questions to be answered with a technical term and two that could be answered with a proper name. Half of the questions were used as adjunct questions and appeared on the posttest; half appeared only on the posttest. Subjects received the material at 10 sec/segment, 6 sec/segment, or self-paced. Students were placed in a technical terms question group, a proper name question group, or no questions. Following reading, the first 40 items from the *Wide Range Vocabulary Test* were given, and then a 48-item posttest. Text information relevant to questions was learned better than text information irrelevant to questions. Reading times and probe reaction times on a secondary task were longer when subjects were processing text segments containing information of the type addressed by questions.

KAMEENUI, EDWARD J., & CARNINE, DOUGLAS W. An investigation of fourth-graders' comprehension of pronoun constructions in ecologically valid tests. *Reading Research Quarterly*, 1982, *17*, 556-580.

Designs a study to determine the influence of pronoun constructions on comprehension of longer, naturally occurring passages of expository and narrative material. Sixty fourth graders from four classrooms were assigned randomly to one of four groups and then each group was assigned randomly to one of four treatment conditions. Each subject read four different passages (expository and narrative, with pronoun structures intact and replaced) and then answered four literal questions specific to the pronoun structures and four literal general comprehension questions. Passages were selected from fourth-grade social studies textbooks and basal readers. In two conditions, pupils were asked questions during passage reading, and in the other two conditions, the questions were asked following the reading. Passages were read aloud by pupils and decoding errors corrected. The findings indicated that expository passges were more difficult to comprehend than narrative passages for both types of question. It was only in expository passages that replacing the pronoun constructions resulted in significantly greater comprehension for pronoun-specific questions. In expository materials, pupils who answered questions during the reading did better than those who answered questions after reading the passage. Question placement did not make a difference in narrative material.

WISHART, ELIZABETH, & SMITH, J. LEA. Understanding of logical connectives in history. *Australian Journal of Reading*, March 1983, *6*, 19-29.

Tests the understanding of 15 logical connectives appearing in one chapter of a British history text. Subjects were 216 students from the high range of ability in the third, fourth, and fifth years of two comprehensive schools. Students in the two schools were comparable in terms of age, ability, numbers, and gender (71% girls, 29% boys). The emphasis in the syllabi followed in the two schools was different. In one school, the course led to an examination by formal essay papers only; in the other, the program led to the Schools Council History 13-16 examination with an emphasis on conceptual development. Fifteen short passages were taken, almost verbatim, from the text chapter, with each passage containing one connective. Two forms of a test were prepared from the passages, a multiple-choice gap filling and a sentence completion multiple-choice form. Additionally, two similar forms of a test were constructed using the same connectives in an everyday context. Each student completed one test. Using regression analysis procedures, the effects of age, context, test type, school, and gender were examined on the ability to understand logical connectives. The mean level of understanding in the everyday context was 83%; mean for the history text was 53%. In the history text, there was no improvement with increasing age and schooling. The history context was significantly more difficult than the everyday context ($p <.001$). No significant differences were found between the two types of test forms, for gender, or between the two schools.

DUBITSKY, TONY M.; HARRIS, RICHARD J.; SANDERS, LINDA K.; BETZEN, ROBERT J.; & BUNTON, ROBIN L. The effects of discourse force on the comprehension of fables, parables, and folktales. *Bulletin of the Psychonomic Society*, March 1982, *19*, 127-130.

Examines the effects of discourse force (whether the function of a passage is to entertain, provide literary-aesthetic pleasure, instruct, or inform) on memory and comprehension of information from fables, folktales, and parables. Ninety-two students in introductory psychology classes acted as subjects. Discourse force was varied and manipulated while the passage itself remained constant. This contextual manipulation was used to induce a mental set in the subject, thus enhancing one particular discourse force, while the passage remained the same across discourse-force conditions. Subjects were required to rate each passage on several affective scale dimensions and then evaluate the truth value of memory test statements based on passage content. Time of test was also varied to determine whether discourse force differently influenced short-term and long-term memory, as students responded to memory test statements either immediately after the passage was read or after having read all of them. Results showed it was possible to influence judgments about a passage by varying discourse force. For the majority of the scales, passages with no preceding context-force paragraph received lower ratings than those preceded by any of the contextx. The contexts may have served as given information, priming the subjects to integrate the new information.

KENNON, CASSANDRA H., & NOLAND, RONALD G. Utilizing moral dilemmas to enhance comprehension. *Reading Improvement*, Spring 1983, *20*, 75-80.

Conducts an investigation into the effectiveness of Kohnberg's Cognitive Development Approach to Moral Education on the development of literal and inferential comprehension. Subjects for the study were three intact sixth-grade classes of 29 pupils each. Classes were assigned randomly to a Treatment group and two Comparison groups. The study lasted for six months. The Treatment group read two novels and participated in discussions of moral dilemmas found in the novels. Comparison I group read the two novels and participated in a Directed Reading Activity involving literal, inferential, and critical questions but not a discussion of the moral dilemmas. Comparison II group followed the regularly scheduled reading program. Alternate forms of the Literal and Inferential subtests on the Stanford Diagnostic Reading Test were used as pre- and posttest measures. Using analysis of covariance procedures, it was found that adjusted posttest means of the three groups did not suffer for the total group, for males and females, or for black and white subjects. However, there were differences favoring the Treatment group over the other two for different combinations of race and sex. White females in the Treatment group increased significantly in inferential comprehension compared with white females in Comparison II.

STANOVICH, KEITH E.; WEST, RICHARD F.; & FEEMAN, DOROTHY J. A longitudinal study of sentence context effects in second grade children: Tests of an interactive-compensatory model. *Journal of Experimental Child Psychology*, October 1981, *32*, 185-199.

Examines both experimentally and longitudinally the effects of context on ongoing word recognition. Subjects of the experiment were 24 second graders with a mean age of 7-4 at the first testing. During the first half of the school year, children completed a task in which they read words preceded by: 1) congruous sentence context, 2) incongruous sentence context and 3) no context. There were 60 target nouns, half easy and half difficult (based on length and frequency). Half the subjects received, before the experiment, 15 sessions of practice in reading 30 of the target words; the other half practiced the other 30 words. All children then completed three sets of 20 experimental trials in which 20 of the target words (half practiced, half unpracticed) were presented in each of the three conditions (congruous context, incongruous context, isolation). Stimuli were projected onto a screen, and reaction time to identify the target word was the dependent variable. At the end of the school year, the identical experimental testing conditions were repeated, except the target words appeared in different context conditions. Three reading tests were also administered, the *Wide Range Achievement Test*, the *Stanford Achievement Test*, and an informal oral reading test. The effect of context or word reading reaction times decreased significantly with reading development and with practice in reading the words and increased with word difficulty. The effects of context in the first testing correlated significantly with all three reading tests, but the effects of context in the second testing correlated significantly with only one of the reading tests.

EVANS, RONALD, & BALLANCE, COLLIN. A comparison of sentence connective recall by two populations of readers. *Journal of Educational Research*, July/August 1980, *73*, 324-329.

Compares the probed and free recall of transformational sentence connectives for 30 high school sophomores and 30 college seniors. Subjects were asked to read a kernel sentence version of an expository passage, a descriptive passage, and a narrative passage; data concerning the recall of sentence or phrase connectives were collected by means of two recall type tasks. Subjects responded to 12 passages, undertaking 12 tasks, with 6 involving probed recall and 6 requiring free recall and writing. The results revealed that college students are better able than tenth-graders to recall most types of sentence connective devices common to prose. The differences were most frequent and consistent in the free recall and rewriting task.

RAFOTH, BENNETT A., & COMBS, WARREN. Syntactic complexity and readers' perception of an author's credibility. *Research in the Teaching of English*, May 1983, *17*, 165-169.

Wants to know whether syntactic complexity in the form of nominalizations, adjectivalizations, passivizations, and clausal embeddings has any effect on readers' perceptions of an author's credibility. In order to investigate possible effects, experimenters choose a complex editorial article and rewrote it, replacing most of the qualities of concern by simplified counterparts. The original version contained 37 sentences and 855 words, compared with 55 sentences and 899 words in the rewritten versions. Subjects consisted of 98 undergraduates from English classes at the freshman university level; the altered version was persented to 49 subjects, and the original to a like number. All read and responded to a questionnaire, spending an average of 12 minutes on the tasks, not knowing the source nor the writer of the material. Results seem to make it clear that syntax carries no special effects on the two factors comprising ethos, authoritativeness and character. Readers' perceptions of a writer's credibility seem unaffected by significant and character. Readers' perceptions of a writer's credibility seem unaffected by significant, though by no means drastic differences in the number of nominalizations, adjectivalizations, passivizations, and clausal embeddings, occurring in two versions of the same persuasive essay.

MACHURA, SHIRLEY. A comparison of good and poor grade four readers on comprehension of perceptual connectives in discourse. *The Alberta Journal of Educational Research*, December 1982, *28*, 291-300.

Compares the performance of good and poor grade four readers on the use of perceptual connectives in recalls and on the nature of information recalled from passages with and without perceptual connectives. The 40 subjects were all within the average range on scores on the Non-Verbal Subtest of the *Canadian Lorge-Thorndike Intelligence Test*. Good readers were identified as those whose comprehension score on the *Gates-MacGinitie Reading Test*, Level C, Canadian Edition, fell between the 70th and 90th percentiles; poor readers' scores were between the 10th and 30the percentiles. Two grade three level narrative passages from the *Standard Reading Inventory Test* were modified so that in one version the perceptual relationships were explicitly indicated by connectives (where, when, while, after, before, then, as), and in the other version, the perceptual connectives were removed. Children read one pasage with and one without connectives and then were asked to recall it. No significant differences were found between good and poor readers for information recalled in any of the four categories analyzed: text specific, text entailed, text erroneous, or text external. No differences were found between the two groups in their use of connectives. However, more connectives were given if they were present in the passage read.

FRANKS, JEFFERY J.; VYE, NANCY J.; AUBLE, PAMELA M.; MEZYNSKI, KAREN J.; PERFETTO, GREG A.; BRANSFORD, JOHN D.; STEIN, BARRY S.; & LITTLEFIELD, JOAN. Learning from explicit versus implicit texts. *Journal of Experimental Psychology: General*, December 1982, *111*, 414-422.

Assesses the efficacy of a procedure to aid academically less successful grade five pupils to improve their abilities to learn from relatively complex passages requiring children to generate their own elaborations. Based on teacher evaluations and achievement test scores on the Reading and Language subtests of the *Comprehensive Test of Basic Skills*, 20 successful pupils (stanine scores 7 to 8) and 20 less successful pupils (stanine scores 3 to 4.5) were identified. Two versions each of two themed passages were developed. Each passage was constructed in an explicit and an implicit version. Stories were read aloud and time recorded, then studied and study time was recorded. An 18-item recall test followed. Less successful pupils who received explicit passages on the first trial recalled as much as successful pupils. Less successful pupils who received either an explicit or an implicit passage first performed more poorly on the second trial than did successful fifth graders. In a second experiment which involved more focused training, it was found that less successful fifth graders could learn more from implicit passages that required spontaneous, self-generated elaborations.

OAKHILL, JANE. Constructive processes in skilled and less skilled comprehenders' memory for sentences. *British Journal of Psychology*, February 1982, *73*, 13-20.

Carries out an investigation of memory for aurally presented stories by 28 seven- and eight-year-old British children, identified as skilled and less-skilled comprehenders. Children were matched on sex, CA, reading aloud skill based on the *Neale Analysis of Reading Ability* and on skill at comprehending isolated words based on the *Gates-MacGinitie Reading Tests*, Vocabulary, but differed in ability to comprehend text based on the Neale comprehension score. For the 14 less skilled comprehenders, Neale comprehension age was at least .5 years below their reading accuracy age, and the latter was above their CA. Children listened to eight 3-sentence long stories. Each story was followed by a recognition set of four sentences: two original, one semantically congruent, and one semantically incongruent. In both groups, the mean recognition error for semantically congruent test items was greater than 50%. Both groups made significantly more errors on the semantically congruent foils than on the semantically incongruent foils. Skilled comprehenders made more errors than less skilled comprehenders on semantically congruent new items but fewer errors on semantically incongruent items.

VOSNIADOU, STELLA. Drawing inferences from semantically positive and negative implicative predicates. *Journal of Psycholinguistic Research*, January 1982, *11*, 77-93.

Carries out an investigation of the process of drawing inferences from sentences with implicative predicates under conditions of both semantic positiveness/negativeness and syntactic affirmation/negation. Subjects were 64 undergraduates and graduates paid to participate. They were timed while they read and answered sentence trials consisting of a context sentence, a target sentence, and a probe, presented one at a time. Following the appearance of the context sentence on the screen, a target sentence appeared. Target sentences differed in semantics, syntax, and truth value. Target sentences contained verbs from two implicative verb sets, each consisting of one semantically positive and one semantically negative verb (remember/forget and bother/neglect). Additionally, there were four complement types, each consisting of two sentences differing only in their complement verbs. Each target sentence was followed by a probe which presented the complement noun and two complement verbs associated with the preceding sentence. Subjects then were to draw the implication of the target sentence. There were 128 experimental trials. Erroneous responses were reinserted until correct responses were obtained on all trials. Overall, inferential processing was influenced by differences in the presuppositions of the implicative predicates studied and by the linguistic context in which they occurred. Different patterns of inference latencies were obtained for the two implicative predicates studied, thus suggesting there are differences among semantically negative implicative predicates that influence their representation and processing. Inference latencies for all sentences decreased when they were presented in context that met some of their presuppositions, indicating that context can facilitate inferential processing.

MAHER, JR., JOHN H., & SULLIVAN, HOWARD. Effects of mental imagery and oral and print stimuli on prose learning of intermediate grade children. *Educational Communication and Technology Journal*, Fall 1982, *30*, 175-183.

Designs two experiments to investigate the effects of oral and written presentation of prose material and of mental imagery. The first experiment involved 156 sixth-grade pupils as subjects, and the second utilized 74 fourth graders. Sixth graders listened to or read an 840-word passage under imagery instructions or a control (no imagery) condition. In the read condition, children were placed in either a read once or a read/reread treatment. A 28-item multiple-choice test assessed comprehension. The mean criterion test score for the oral form (24.75) was significantly higher than the mean scores for the read once group (22.36) or the read/reread group (23.06). Children classified as high readers scored significantly better than did low readers. Overall mean scores for imagery versus no imagery conditions were not statistically significant. Low readers performed better under the listening condition than under either of the read conditions, whereas high readers achieved similar scores across the three conditions. For the study with fourth graders, procedures were similar except that the read/reread condition was dropped. Again, the overall mean scores on the criterion test favored the oral form, this time for both high and low readers. At grade four level, pupils using the imagery form scored significantly better than pupils who did not use imagery.

DWYER, FRANCIS M., & PARKHURST, PERRIN E. A multifactor analysis of the instructional effectiveness of self-paced visualized instruction on different educational objectives. *Programmed Learning and Education*, June 1982, *19*, 108-118.

Proposes a study to determine whether 1) reading comprehension level effects achievement on criterion tasks assessing different educational tasks, 2) visuals containing different amount of realistic detail are equally effective for students of differing reading comprehension levels, and 3) different strategies for mediating self-paced programed instruction are equally effective for students of differing reading comprehension levels. Participants were 332 students enrolled in an instructional media course. All received the reading comprehension section of the *Iowa Silent Reading Test*, participated in one of three methods of instruction, and took four criterion tests. Within instructional methods students were assigned randomly to one of four visual treatments: control group (no visuals), abstract line illustrations, detailed shaded drawings, and photographs. Criterion tests were a drawing test, an identification test, a terminology test, and a comprehension test. The use of no visuals or very simple visuals reduced the disparity in student achievement between high, medium, and low level reading comprehension groups. Low comprehenders appeared to profit most from audio only presentation; average comprehenders from either audio only or print only, but not both simultaneously; high comprehenders achieved well in any method of presentation. Achievement of high comprehenders improved as the degree of realism in the visuals increased; the opposite was true for low comprehenders.

LOGAN, JOHN W. Effect of illustrations on reading comprehension. *Journal of Reading*, April 1983, *26*, 646-648.

Surveys a limited amount of recent research on the effect of illustrations on reading comprehension. Indicates that the research in this area is as yet inconclusive. One or two problems related to illustrations in reading texts are briefly noted. It is pointed out that findings depend upon the context in which pictures and illustrations are used.

MARCEL, TONY, & BARNARD, PHILIP. Paragraphs of pictographs: The use of non-verbal instructions for equipment. In Paul A. Kolers, Merald E. Wrolstad, & Herman Bouma (Eds.) *Processing of Visible Language*, Vol. 1. New York: Plenum Press, 1979, 501-518.

Attempts to identify graphic variables that have an effect on comprehension. Two tasks involving interpretation of sequences of pictorial instructions for the use of an artificial piece of equipment were developed. One task asked 20 women to write a detailed description of what they thought the instructions meant. For the second task, four groups of 15 women each were asked to operate the equipment on the basis of the pictorial instructions alone. Instructions were presented in Part versus Whole representation and in STATE-action or state-ACTION sequence segments. A verbal description of what subjects thought the instructions said as each frame was pointed to was video-recorded following 10 trials of performing the task. Comprehension was affected by how much of the apparatus was depicted in each picture, segmentations of the picture sequence, and the use of insets. The two task situations appeared to have different advantages and disadvantages. Graphic variables affecting comprehension appeared to be related to ambiguity of picture sequence, cognitive predispositions such as notions of cause, and effect, and the explicitness of the conventions underlying the sequence structure.

GALLAGHER, JEANETTE MCCARTHY, & QUANDT, IVAN J. Piaget's theory of cognitive development and reading comprehension. *Topics in Learning and Learning Disabilities*, April 1981, *1*(1), 21-30.

Relies on theoretical and empirical data in suggesting some applications of Piaget's work to reading comprehension. Special attention is given to Piaget's concept of inference and the implications for comprehension questions. The authors distinguish between comprehension questions based upon empirical abstraction (EA) and reflexive abstraction (RA). Evidence from a series of studies and workshops evaluating the effectiveness of training teachers in the EA/RA questioning distinction is cited. The distinction is felt useful primarily as a tool to aid teachers' awareness of questions that stimulate the development of comprehension. The authors note that the use of the EA/RA distinction with poor readers may aid comprehension development.

ROBERGE, JAMES J., & CRAVEN, PATRICIA A. Deductive reasoning and its relationship to reading comprehension. *School Science and Mathematics*, January 1983, *83*, 69-76.

Views findings from two studies into the development of deductive reasoning abilities and the relationship to reading test scores. Study 1 and Study 2 both employed middle school pupils; 300 in the first study and 720 in the second. Children were identified as high, average, or low readers on the basis of comprehension scores on the *Gates-MacGinitie Reading Tests*. In both studies, a 16-item deductive reasoning test was administered covering four principles: affirmation of the antecedent (AA), affirmation of the consequent (AC), denial of the antecedent (DA), and denial of the consequent (DC). The major premise in Study 1 was an explicit conditional one for each item; in Study 2, an implicit conditional one. In general, children who scored high on the Gates-MacGinitie did better on the deductive reasoning test than students who scored low on the Gates-MacGinitie. High reading comprehenders had consistently larger percentages of mastery for the DA principle than did children in other groups, particularly in the explicit condition. Developmental patterns were noted.

OMANSON, RICHARD C. The relation between centrality and story category variation. *Journal of Verbal Learning and Verbal Behavior*, June 1982, *21*, 326-337.

Conducts four experiments examining and contrasting the effects of centrality and story category membership on the recall and judged importance of story content. The first two experiments examined the judged importance of content units contained in each story by having subjects rate the importance of each unit on a seven-point scale (Experiment 1) or write a summary of each story while consulting the text (Experiment 2). Experiment 3 examined recalls obtained immediately, and Experiment 4 examined recalls obtained one week later. Each experiment utilized 54 undergraduates, half were male and half were female. Three versions of three stories were constructed so that each contained three episodes. The middle episode of each version contained three identical Internal Responses (an emotion, cognition, and goal) and three identical Reactions (an emotion, cognition, and action). Subjects were assigned to one of four experiments, central content was either judged as more important or was better recalled than noncentral content. Central content was less likely to be forgotten than noncentral content. Central content contained in Settings, Initiating Events, and Consequences were perceived as more important and were recalled better than central content contained in other story categories.

Brozo, William G.; Schmelzer, Ronald V.; & Spires, Hiller A. The beneficial effect of chunking on good readers' comprehension of expository prose. *Journal of Reading*, February 1983, *26*, 442-445.

Asks whether researcher-improved chunking improves the comprehension of good readers. In a first experiment, the performance of 44 undergraduates with and without material preorganized into meaningful units was compared. Students scored above the 50th percentile on the Paragraph Comprehension subtest of the *McGraw-Hill Reading Test*. Subjects were presented with an expository prose text of about 820 words followed by 10 comprehension questions. For the chunked group, the article was divided into meaning units by slash lines. The findings indicated a slight, albeit insignificant, trend in favor of the chunked group. In a second experiment, 58 undergraduates were presented the McGraw-Hill Paragraph Comprehension subtest in either chunked or unchunked form. Good readers under the chunked condition answered more test items correctly (mean = 17.5) than did the good readers under the unchunked condition (mean = 16.8). The difference was significant ($p < .025$).

Schwantes, Frederick M. Text readability level and developmental differences in context effects. *Journal of Reading Behavior*, 1982, *14*, 5-12.

Ascertains developmental differences in context use for stories read at grade appropriate level. Subjects, 16 third graders and 16 sixth graders, were presented target words in a story context and in a no context condition. For the context condition, two stories, each 800 to 1,000 words in length, were constructed at readability levels of second-, fifth-, and eighth-grade. Thirty words were designated as target words; all were common and familiar words. Of the 30, 21 were congruous and 9 were incongruous with the context. Each child was presented with two context and two no context conditions. Of the two story context conditions, one was at the grade appropriate readability level and one was at a more difficult readability level. Subjects read aloud to a target location, then looked up at a screen where the target word was presented to be read as rapidly as possible. In the no context condition, words were presented on a screen and read aloud as quickly as possible. Mean reading time of target words was determined. In the no context condition, analysis of variance procedures indicated only the main effect of grade was significant. In the story context condition, greater context effects were found for third graders when pupils read stories appropriate to their own readability levels. Third graders' use of context was affected by the readability level to a significantly greater degree than that of sixth graders.

Waters, Harriet Salatas. Superordinate-subordinate structure in prose passages and the importance of propositions. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, April 1983, *9*, 294-299.

Reports two experiments investigating the relation between subject-rated importance of propositions, their rank in the hierarchical structure of a passage, and recall. In the first experiment, 48 undergraduate psychology students read one of six short passages, were asked to provide a written recall of it, and then were asked to rate a randomized list of 35 propositions contained in the passage on a nine-point scale for importance. Importance ratings were not uniformly associated with the propositional structure of the passages. Although a majority of subjects (N = 24) rated superordinate propositions as more important than subordinate propositions, others (N = 12) reversed this rating or showed no relationship between importance ratings and rank (N = 12). All three groups recalled superordinate propositions better than subordinate propositions. In the second experiment, 24 college students were asked to rate the importance of propositions in terms of their relevance to the central theme of the passage, and 24 were asked to rate importance in terms of the distinctiveness of the propositions in the context of the passage. Instructions significantly influenced rank-importance relationships in opposite directions. However, students in both conditions recalled superordinate propositions better than subordinate propositions.

LeCoultre, Eleanor, & Carroll, Marie. The effect of visualizing speech rhythms on reading comprehension and fluency. *Journal of Reading Behavior*, Fall 1981, *13*, 279-285.

Questions whether a visual syllable duration pattern affects comprehension. Subjects were 30 children with an average age of 7.4 in the third year of schooling. Reading age scores ranged between the 37th and 58th percentiles on the *St. Lucia Reading Comprehension Test*. Random assignment was made to three conditions: 1) static, in which a whole sentence appeared on a screen at one time; 2) pulse, in which syllables were presented at a constant rate until the whole sentence appeared on screen; andd 3) rhythm, in which syllables were presented on screen at a rate commensurate with the length of time taken to say that syllable in continuous speech until the whole sentence appeared. After a training period, each child read 64 sentences in the appropriate condition. The *Neale Analysis of Reading Ability* was used to assess the effects of training on comprehension, accuracy, and rate. The rhythm group scored significantly better than the other two groups on comprehension. Children in the static group achieved reading rates which were significantly faster than the other two groups. Means for accuracy did not vary significantly among groups.

Tillema, H. Sequencing of text material in relation to information processing strategies. *British Journal of Educational Psychology*, June 1982, *52*, 170-178.

Identifies which of two information processing strategies were used by 95 first-year secondary students; gives them two sequence procedures for presenting text material, linear or web; and studies which procedure is most effective andd what the interaction is between sequence procedure and strategy. On the basis of a learning task, 46 students were identified as serialists and 49 as holists in their information processing strategies. Students were then assigned to one of two treatments in which a text of about 2,700 words was presented in either a linear version or a web version. In the web version, new concepts were connected with known concepts; in the linear version, the concepts were presented in successive order. Each of the two versions was divided into three segments and three sets of 15 multiple-choice questions were developed. A free recall test and the multiple-choice performance test were given after completing all of the passage and again a week later. Students in the web condition scored systematically higher than those in the linear condition on all dependent variables at both immediate and delayed posttesting. Information processing strategy did not show any significant differences on the posttests nor did it interact with the treatment factor.

Pflaum, Susanna W.; Pascarella, Ernest T.; Auer, Carol; Augustyn, Linda; & Bostwick, Mary. Differential effects of four comprehension-facilitating conditions on LD and normal elementary-school readers. *Learning Disability Quarterly*, Spring 1982, *5*, 106-116.

Assigns 26 school-identified learning disabled (LD) third and fourth graders, 34 normal second-grade readers, (YN), and 39 normal third- and fourth-grade readers (SAN) to one of four comprehension-facilitating conditions and investigates the differences associated with them. The four comprehension facilitators were 1) word identification and meaning aids, 2) sentence aids, 3)purpose-setting aids, and 4) prior knowledge aids. All children read three selections from the *McCall-Crabbs Standard Test Lessons in Reading*, one as a pretest task and two as experimental tasks. Selections were read orally, reread orally, and then retold. Analysis of covariance was used to analyze the data with CA, IQ, prior reading achievement, and pretest comprehension levels controlled. Sentence aids were significantly more effective than prior knowledge for both LD and YN groups. No significant differences were found among the four types of aids for the SAN group.

Sofo, Frank. Reading comprehension in the content area at the secondary level. *Reading Education*, Autumn 1982, *7*(1), 32-42.

Investigates the reading comprehension abilities of Year seven Australian students in various content areas and with different types of content area reading tests (C.A.R.T.). Tne classes of male students in one technical school were administered six C.A.R.T. Classes ranged in size from 15 to 18 students. Five randomly selected classes were administered the C.A.R.T. in a 50-item cloze format; the other five received them as 10-item multiple-choice tests. The six C.A.R.T. differed among themselves in subject matter area, specialized vocabulary, and language style. Difficulty of test varied with content and format. In cloze format, the Woodwork and Sheetmetal C.A.R.T. proved more difficult; in multiple-choice format, the English and Mathematics C.A.R.T. were more difficult. C.A.R.T. scores were compared with performance on the *Gapadol Test*. Coefficients ranged about .6 for the cloze format and about .5 for the multiple-choice format. Both formats of the C.A.R.T. were moderate predictors of achievement in academic areas but poor predictors of achievement in practical subjects.

Wescott, Alice Legenza, & Knafle, June D. Variations in cloze error profiles at independent, instructional, and frustration levels. *Reading Improvement*, Summer 1982, *19*, 152-155.

Analyzes incorrect substitutions on cloze tests of 40 Americans and 22 ESL Germans enrolled in undergraduate courses. Traditional forms for the cloze test were administered as a 25-item instrument to the Germans and as a 50-item instrument to the Americans. Ten Americans and five Germans were judged to have read at the independent level (58-100% correct); 16 Americans and four Germans were judged to have read at the instructional level (44-57% correct); and 14 Americans and 13 Germans were judged to have read at the frustration level (43% or below correct). Each cloze substitution was categorized either as a logical substitution semantically and syntactically acceptable, as a grammatical error of tense, number or gender, as an illogical substitution with semantic sense violated, or as blank - with no response item. Reading level effects were reported significant for the Americans and Germans. Error types were reported significant. At the independent level, significantly more logical substitutions than illogical substitutions, blank or grammar substitutions, were made by the Americans. For the Germans, at the independent level significantly more logical substitutions than grammatical substitutions were found. For Americans, with reading at the instructional level, significantly more logical than illogical or grammar substitutions were reported. Also significantaly more illogical than blank or grammar substitutions were reported. For Germans reading at the instructional level, no significant differences were reported. At the frustration level of American reading, there were reported significantly more logical than omitted or grammatical substitutions and significantly more illogical substitutions than omitted or grammar substitutions. For Germans at the frustration reading level, there were reported significantly more blank than grammar substitutions, more illogical than grammar substitutions, and more logical than grammar substitutions. When these substitutions (or error) scores were converted to percentages logical substitutions assumed the highest rank.

HOFFMAN, JAMES V. Studying contextual build-up during reading through cumulative cloze. *Journal of Reading Behavior*, Winter 1980, *12*, 337-341.

Reports progress in the development of a modified cloze technique, cumulative cloze, which is posited as offering greater potential for studying the effects of contextual build-up over units of discourse larger than the sentence. In a cumulative cloze, the same single target word is deleted each time it appears in a passage, and the same nonsense word is substituted in its place. In the initial of two experiments, 41 college undergraduates were subjected to five 100-word passages at second- and third-grade level. The passages were converted into the cumulative cloze format in which the deleted item for each passage was limited to a noun appearing at least six times in separate sentences across the passage. A direct relationship was noted between the percentage of students identifying the correct item and each successive exposure of text sections. Forty-eight undergraduates in the second experiment were exposed to four cumulative cloze passages in an endeavor to determine if and at which of the six exposure points the maximum gain was realized in terms of the percentage increase of subjects correctly identifying the target word. Sentences from passages were used to create two new more traditional cloze tests. Subjects were asked to read each of three sentences and to guess at the identity of the nonsense words. Findings suggested that the cumulative cloze task is sensitive to the effects of reader's use of context clues larger than a sentence.

GARNER, RUTH. Efficient text summarization: Costs and benefits. *Journal of Educational Research*, May-June 1982, *75*, 275-279.

Asks 24 undergraduates to read a 167-word expository text and to generate written summaries. Five days later, subjects were asked to rate eight sentences as either having been included in the text or not. Of the eight sentences, two were syntheses of information in the passage, four presented low-valued information, found in the passage, and two presented information that was semantically inconsistent with passage information. Additionally, subjects were asked to write components of a good text summary. The proportion of judged-important ideas to the total number of words, termed the efficiency of summarization, was computed for each summary. Two groups of nine subjects each, high-efficient and low-efficient, were identified and compared on recognition and verbalization performance. High-efficient summarizers were more likely than low-efficient summarizers to falsely recognize synthesis statements which did not appear in the text, but also were less likely to reject the material inconsistent with low-importance, in-text information.

REDER, LYNNE M., & ANDERSON, JOHN R. Effects of spacing and embellishment on memory for the main points of a text. *Memory & Cognition*, March 1982, *10*, 97-102.

Conducts a series of three experiments aimed at determining the reason for the advantage in retention of presenting only a summary of a text as opposed to the complete text. For each experiment, 32 undergraduate students served as subjects. All materials presented were read on a computer-controlled video monitor at a pre- set pace. In the first experiment, subjects were given four topics to study. Each subject studied one topic in each of four conditions: embellished-massed, embellished-spaced, unembellished-massed, and unembellished-spaced. For each topic, 32 main points and three embellishments per main point were isolated. Thirty-two true-false questions were constructed to assess comprehension of main points. The second experiment assessed comprehension by means of probe recall questions but was otherwise the same as the first experiment. In Experiment 3, the two massed conditions were dropped but subjects studied only two topics instead of four; study time for main points was controlled. Each study suggested that details hinder acquisition of main points. Findings of the last study indicated that even when study time for main points was equated, not only was there no advantage for extra time spent on details, but details may even be a hindrance in this setting. Spaced practice and absence of details had significant, independent, and positive effects on retention of main ideas.

MOSENTHAL, PETER. The influence of social situation on children's classroom comprehension of text *The Elementary School Journal*, May 1983, *83*, 537-547.

Examines the influence that teachers have on how children acquire reading comprehension skills during reading lessons. From observations of six fourth-grade teachers, two were identified as utilizing differing approaches; one, an academic ideology, and, the other, a cognitive-developmental ideology. The two teachers were then given a new lesson to teach for each of the three ability groups in their classrooms. The story for each lesson was read in its entirety and then divided into three subunits, each of which involved 15 questions. Pupils' responses to the questions were classified as based on prior knowledge, prior text, current text, or future text. Responses were additionally classified as reproductive, reconstructive, or embellished. In the two classrooms, there were 180 and 186 pupil responses so categorized. Pupils in the cognitive-developmental teacher's class tended to use more meaning from prior knowledge and prior text and less meaning from current text than did children in the academic teacher's class. No differences were noted for the use of future text. Pupils in the cognitive-developmental teacher's class also tended to reconstruct and embellish text more than did children in the academic oriented class; the latter group tended to reproduce text more than the former.

IV-22 Research design

READENCE, JOHN E.; BALDWIN, R. SCOTT; BEAN, THOMAS W.; & DISHNER, ERNEST K. An argument for descriptive detail in reading research. *Reading Improvement*, Spring 1983, *20*, 11-14.

Argues for the need to describe subjects in a research study carefully. The authors note that samples are usually selected on a fortuitous basis and will frequently represent only a fragment of some theoretical population. A case is cited in which identical data collected from two different schools yielded radically different results.

V. The teaching of reading

V-1 Comparative studies

Collin, Cathy, & Demos, Elene S. An international study of the elements of beginning reading instruction. *The Reading Teacher*, April 1983, *36*, 814-818.

Reports findings concerning beginning reading instruction in countries that employ an alphabetic language system with focus on instructional time, introduction of specific reading skills, and practices in developing decoding skills. Of the 25 regions surveyed, responses were received from representatives of 16 with a total of 293 educators participating. Findings revealed that a great variance exists in the percentage of time spent in reading instruction; wide variability was found to exist in practices and procedures for the introduction of skills into the reading program, highlighted by the prevalence worldwide of strong teachers' arguments propunded for individual approaches and commitments. The range of time reported spent on comprehension instruction was from 0% (Korea, Norway) to 55% (Taiwan). On the average, a larger proportion of time was spent in grapheme/phoneme correspondence (26%) than in sightword and comprehension instruction (17%). The more time spent on decoding, the less was given to comprehension. Practices noted in the development of comprehension skills included: use of delayed instructor aid in word identification and comprehension discussions; employment of student self-diagnosis in comprehension difficulties; growth of student self-selection of materials with variations ranging from independent reading programs and sustained silent reading periods to practices in which pupils select their instructional material and help pace and direct their own sequence of basic instruction in reading.

Collins, Cathy. When reading instruction begins and is tested in 25 countries that use an alphabetic language system. *Reading Horizons*, Fall 1981, *22*, 7-15; and Winter 1982, *22*, 138-151.

Focuses on types of skills and tests used to assess beginning reading achievements and the ages at which formal reading and remedial instruction are initiated in each of 25 nations surveyed, according to 293 educators. To secure specific information concerning exact criteria employed in measuring a child's first level of success in reading-related activities, 41 tests for beginning reading assessment from 15 countries were collected, translated, and compared. Ninety-five different testing tasks were present in one or more tests as determiners of beginning reading; testing task was defined as task in a test that is different from other tasks in either the skills needed or in the activities used to complete the undertaking. When the 95 test tasks were categorized according to the specific skills being assessed, 15 skills categories resulted. That is, on an international basis, 15 different norm-referenced skills are currently used to analyze the degree of success that beginning alphabetic-languaged readers are having, or will likely have, in initial reading. The measures most frequently used to identify beginning reading successes, as revealed by the survey and test analysis, are remembering and discriminating visual and auditory units, and recognizing the meanings of numerous words presented auditorially and/or visually. Most children who speak an alphabetic language will learn to read that language after they leave their preschool and kindergarten classes. Because the age at which children in all the countries in this study are entering preschools and kindergartens is continuing to decrease, pupils in alphabetic languages countries are learning to read at a younger age than did children as recently as a decade ago. Most of the reading instruction is offered by women.

Collins, Cathy, & Demos, Elene S. Trends and needs in beginning reading instruction in 14 countries. *The Reading Teacher*, May 1983, *36*, 900-904.

Presents the fourth in a series of articles concerned with trends and needs in beginning reading instruction in countries or regions that use an alphabetic language system. Focus in this particular report is centered on trends and future goals in program development in 14 of the 25 countries surveyed. Questionnaire data were returned by 293 educators. Major advancements in the nations surveyed included early identification and assessment practices as well as involvement of parents in instructional programming. Personnel shortages, time, and resources as well as bilingual concerns surfaced as major areas needing immediate attention. All survey respondents appear to have made definite program improvements.

Micklos, Jr., John. A look at reading achievement in the United States: The latest data. *Journal of Reading*, May 1982, *25*, 760-762.

Examines data released by the National Assessment of Educational Progress (NAEP) in April, 1981, on tests administered in 1970-71, 1974-75, and 1979-80, to a broad sample of 9-, 13-, and 17-year-olds. The tests had been designed to assess basic ability in the areas of literal and inferential comprehension, and the use of reference skills. The NAEP data were analyzed by a panel of 14 experts in the field of reading from the U.S. and by NAEP personnel. The data showed that reading education is not yet adequately meeting all the needs of all U.S. students. There was improved performance by 9-year-olds, but a decline in inferential comprehension skills among 17-year-olds. Schools would appear to be having difficulty instilling in older students the higher level skills needed for complex reading tasks. The data suggested that education is less effectively meeting the needs of the highest achieving students, indicating the need to concentrate on realms above and beyond the instilling of basic skills.

Forbes, Roy H. Functional literacy and writing: Some cautions about interpretation. In Gilbert R. Austin, & Herbert Garber (Eds.) *The Rise and Fall of National Test Scores.* New York: Academic Press, 1982, 51-82.

Summarizes National Assessment of Educational Progress (NAEP) test data on functional literacy and writing. After a description of the difficulties in defining literacy, the author presents the literacy test data collected by NAEP in 1974 and 1975 on 17-year-olds. The test used was the *Right-to-Read Mini-Assessment of Functional Literacy.* Depending upon the definition, the percent of 17-year-old illiterates ranged from 13% to 9%. After discussing the problems associated with evaluating writing, the author presents writing test data from the 1969-1970 and the 1973-1974 NAEP testings of 9-, 13-, and 17-year-olds. In general, there was an overall decline in the writing abilities of 13- and 17-year-olds and an increase for nine year olds. Also included were two appendices: a description of NAEP and a description of the literacy test.

Flanagan, John C. Analyzing changes in school levels of achievement for men and women using Project TALENT ten- and fifteen-year retests. In Gilbert R. Austin & Herbert Garber (Eds.) *The Rise and Fall of National Test Scores.* New York: Academic Press, 1982, 35-49.

Describes Project TALENT and some related research and presents the results of test data collected 1) in 1960, 61, 62 and 63 from the same students when they were in grades 9, 10, 11, and 12 and 2) from grade 9, 10, and 11 students in 1960 and 1975. In both sets of data, scores from 19 tests were presented: vocabulary, English, reading comprehension, creativity, mechanical reasoning, visualization in three dimensions, abstract reasoning, quantitative reasoning, mathematics and computation. Between 1960 and 1975, there were declines on four tests (vocabulary, English, quantitative reasoning, and computation), increases on three tests (creativity, abstract reasoning, mathematics) and little or no change on the other three tests (reading comprehension, mechanical reasoning, visualization).

AUSTIN, GILBERT R., & GARBER, HERBERT. The implications for society. In Gilbert R. Austin & Herbert Garber (Eds.) *The Rise and Fall of National Test Scores*. New York: Academic Press, 1982, 247-255.

Summarizes some of the major issues related to the rise and decline of achievement test scores. Issues discussed include the effects of schooling versus non-schooling, the effects of social class changes in the make-up of student populations, the effects of changes in certain national policies on education and the difficulties of comparing today's student achievement to the achievement of previous students. Concludes that most of the controversy about declining test scores is based more on sensationalism than on reasoning.

FARR, ROGER, & FAY, LEO. Reading trend data in the United States: A mandate for caveats and caution. In Gilbert R. Austin & Herbert Garber (Eds.) *The Rise and Fall of National Test Scores*. New York: Academic Press, 1982, 83-141.

Reviews previous studies and analyses of reading achievement trend data in the United States. The review includes: "then and now" studies between 1908-1976 in which children's reading scores from a certain date are compared to the reading scores of children at a later date; National Assessment of Educational Progress Reading Test results from 1969 and 1975; and reading achievement trend data from seven metropolitan areas and 16 states. The chapter also includes an extensive discussion of the limitations and caveats of reading trend test data, including the topics of subject matching, test matching, renorming data and grade equivalents. Concludes, with caution, that most analyses of reading trend data suggest that elementary reading achievement has continuously increased, but that since 1965, reading achievement of upper grade students may have declined slightly.

ECKLAND, BRUCE K. College entrance examination trends. In Gilbert R. Austin & Herbert Garber (Eds.) *The Rise and Fall of National Test Scores*. New York: Academic Press, 1982, 9-34.

Describes the nature of the decline in SAT scores and summarizes *On Further Examination: Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline*. Discusses the nature of the SAT and the decline of SAT scores resulting from changes in the population of students taking the test. Also describes some of the prevasive forces in society and schools that the Advisory Panel thought might be contributing to the SAT score decline, including: changes in curriculum and standards, the quality of teaching and teaching methods, the role of the family, television, and student motivation. Concludes by stating the Advisory Panel's seven recommendations.

COLEMAN, JAMES S.; HOFFER, THOMAS; & KILGORE, SALLY. *High School Achievement: Public, Catholic, and Private Schools Compared*. New York: Basic Books Inc., 1982.

Reports findings of a large-scale survey of high school sophomores and seniors in an effort to collect data on the factors affecting achievement. A total of 893 public schools, 86 Catholic schools, 28 other private schools, and 12 high performance private schools were included in the final sample. Schools were requested to fill out extensive questionnaires. Overall, 71% of the schools initially drawn which were eligible participated in the survey. Within schools, 30,280 sophomores and 28,450 seniors returned student questionnaires, giving a student return response rate of 84%. Only selected and limited findings from the extensive data base can be highlighted here. When family background factors that predict achievement were controlled, students in Catholic and private schools achieved at a higher level than students in public schoools. When gains from the sophomore to the senior year were examined, private sectors showed higher learning rates than public schools for mathematics and vocabulary. For reading comprehension, the same was true for the other private schools, but the evidence was mixed for the Catholic-public school comparison. Achievement levels of students from different parental educational backgrounds, of black and white students, and of Hispanic and non-Hispanic white students are more nearly alike in Catholic schools than in public schools. Important factors related to higher scholastic achievement in private schools than in public schools are the greater academic demands and more ordered environment in the private schools. Within public schools, students who are better disciplined and are in schools with more ordered environments achieve better.

COLEMAN, JAMES; HOFFER, THOMAS; & KILGORE, SALLY. Cognitive outcomes in public and private schools. *Sociology of Education*, April/ July 1982, *55*, 65-76.

Questions whether private schools bring about, for comparable students, higher achievement in the basic skills than public schools do. The data are from the first wave of the National Center for Education Statistics, a longitudinal study of high school seniors and sophomores. Information was obtained from questionnaires completed by 30,030 sophomores and 28,240 seniors, and different ones by school officials, battery of tests taken by students, and different ones by school officials, battery of tests taken by students, and perceptions of students as seen by their teachers. Higher achievement and greater sophomore-senior growth in both the Catholic and other private schools than in the public sector were found in vocabulary and mathematics, the difference being substantial on the order of magnitude of one grade level. Reading achievement in the non-Catholic private schools appears only slightly above that in the public schools, but the sophomore-senior growth appears considerably greater. The reverse pattern is true for Catholic schools. The last portion of the analysis shows the elements of school policy that can account for these differences.

EURICH, ALVIN C., & KRAETSCH, GAYLA A. A 50-year comparison of University of Minnesota freshmen's reading performance. *Journal of Educational Psychology*, October 1982, *74*, 660-665.

Compares reading test scores of college freshmen in 1928 to those in 1978. Vocabulary and comprehension were assessed on the *Minnesota Reading Examination for College Students*, and rate was determined by the *Minnesota Speed of Reading Test*. In 1928, 1,313 freshmen took the tests; in 1978, there were 866 College of Liberal Arts freshmen and 288 General College students. All 1928 freshmen were from English classes in the College of Science, Literature, and the Arts. Only college freshmen were included in the rate comparison, but for vocabulary and comprehension, scores of 4,191 high school seniors were also included in the 1928 sample. Means of the 1978 subsample groups in vocabulary were lower than the 1928 freshmen mean. On comprehension, the 1978 means were consistently lower than the 1928 freshmen means, while 1928 high school seniors scored midway between the 1978 and 1928 freshmen scores. In rate, 1978 means were lower than 1928 freshmen means.

MUEHL, LOIS B. Trends in test results: An analysis of freshmen reading competence. *Journal of Reading*, November 1982, *26*, 116-122.

Reports reading scores of college students in a first semester rhetoric course from 1973 to 1980. Used was the *Reading for Understanding Placement Test* (RFU), which consists of 60 brief paragraphs that seek logical conclusions in a variety of content area subjects. Results revealed slight drops in total and subgroup means, and some shift in percentages from higher to lower scoring subgroups over the eight-year period. The score losses were comparable to drops in nationwide SAT and ACT scores during the same period. Local figures showed concurrently a 5% greater downward shift from high- into low-scoring RFU subgroups, and 11% greater downward shift in enrollment from faster one-semester to slower two-semester rhetoric courses. An increasing number of less fluent readers of English for more than one reason demonstrably affected Iowa scores.

WARD, NOEL. A fourth survey of reading comprehension in Dublin city national schools. *The Irish Journal of Education*, Summer 1982, *16*, 56-61.

Reports the fourth of a series of surveys of reading comprehension of 11-year-old pupils in Dublin city schools. In each survey, pupils in a representative sample of schools within the system took the *NS6 Reading Attainment Test*. No significant changes in reading standards was found to have occurred between 1964 and 1969; however, a significant improvement occurred between 1969 and 1974. The findings of the present survey were based on the performance of 1123 pupils in 22 schools. The mean performance in 1979 was 111.17 as against 100 in 1964. A significant difference in attainment between 1974 and 1979 samples, in favor of the latter, was recorded. The present findings differ from those of the 1974 survey since they indicate that pupils in medium-sized (3-6 teachers) schools did better than pupils in larger (13+ teacher) schools. The small number of pupils in some of the size categories may account for the instability of these findings. A final aspect of the findings of the present survey indicated that boys performed better than girls.

KELLAGHAN, THOMAS, & MADAUS, GEORGE F. Trends in educational standards in Great Britain and Ireland. In Gilbert R. Austin & Herber Garber (Eds.) *The Rise and Fall of National Test Scores*. New York: Academic Press, 1982, 195-214.

Examines the trends in scholastic achievement in Great Britain and Ireland by reviewing scores from standardized tests and public examinations (examinations prepared by independent examining boards and administered to most 16 or 18 years olds in Ireland and Britain). Also discusses the problems in monitoring national standards. Concludes that elementary school children (through age 11) improved in reading between World War II and the early 1960s with a slight reversal in the general trend toward improvement in the '60s and a resumed rise in scores in the '70s. Suggests that the increase in the '60s of immigrant children into Britain may have been the cause of the decline. Standardized test data indicates an increase in reading scores for 15 year olds through the early '60s and no increase since then. The percentage of students passing public examination has remained constant for 20 years but the authors conclude that this might be due to lowered standards for passing the tests.

V-2 Status of reading instruction

STRICKLAND, DOROTHY S. Comprehending what's new in comprehension. *Reading Instruction Journal*, 1982, *25* (2 & 3), 9-12.

Refers to selected research, reviews, and commentaries dealing with comprehension instruction and suggests implications for teaching. In particular, reference is made to implications of research findings based on schema theory. The author notes three central ideas tie together the research in this area: 1) reading comprehension is dependent on what the reader brings to the reading task; 2) the reader is an active participant in constructing meaning from context; and 3) the reader uses schemata to help understand, store, and retrieve what is read.

MULLIN, STEPHEN P., & SUMMERS, ANITA A. Is more better? The effectiveness of spending on compensatory education. *Phi Delta Kappan*, January 1983, *64*, 339-347.

Reports the findings of an examination of 47 studies on the overall effectiveness of compensatory education programs. The programs appeared to have a small but positive effect on the achievement of growth of disadvantaged students. Their achievement gains appear to be slightly larger than those predicted if they were not exposed to the programs. A number of studies, however, support the conclusion that there is no significant relationship between participation in compensatory education programs and achievement gains. The gains appear to be greater in the earlier years, and the evidence is fairly strong that early gains are not sustained. It was concluded that no significant association exists between dollars spent and achievement gains. In addition, no approach or program characteristic was consistently found to be effective with the possible exception of parent involvement.

HOPKINS, KEN. Keeping the lid on the black box: A review of what researchers have to tell us about the teaching of reading. *Reading Education*, Spring 1982, *7*(2), 23-29.

Reviews briefly selected and limited research in four areas: methods of teaching reading, teachers' beliefs and expectations, reading readiness, and reading tutors.

GUTHRIE, JOHN T. Parents as teachers. *The Reading Teacher*, December 1982, *36*, 350-352.

Reports on findings of a survey published in a technical report in which questionnaire replies (73% response) were obtained from 3,698 teachers in 600 schools in Maryland. Activities emphasizing reading were the most prominent aspects of parental assistance with schooling. Nearly 25% of teachers surveyed regarded asking parents to read to their children regularly or to listen to the child read aloud as the most satisfying form of parental involvement. Of the teachers responding, 40% said they use this technique many times during each year. Loaning books or workbooks to parents as learning materials and requesting that parents take children to the library were other approaches that received considerable support from teachers. In contrast, a technique used much less frequently consisted of developing teaching and evaluation skills in parents. Teachers rarely gave parents a questionnaire to help them evaluate their child's progress, or explained techniques for developing learning materials or planning lessons.

ROTHMAN, SHELDON L. Reading instruction in New South Wales schools 1875-1900. *Reading Education*, Autumn 1982, *7*(1), 17-24.

Presents in historical perspective the growth and development of reading instruction in New South Wales during the last quarter of the 19th century. Relates that in 1880, New South Wales introduced the Public Education Act. The subsequent increases in enrollments during the last quarter of the century brought concern for efficiency in teaching. In reading instruction this meant a shift from a student-directed repetition method with the alphabetic method used by teachers to teacher-centered word-accuracy emphasis. New methods for teaching word recognition were introduced such as phonics and look-say. The lack of sophisticated measures for evaluating reading and the need for pupils to pass forced attention onto word-calling expertise, and it became the most important activity in the reading process. It was assumed that pupils understood what they were reading; those who did not were deemed mentally defective or thought of as suffering from congenital word-blindness. This emphasis on the reading process continues even today.

V-3 Early reading

FRIEDLANDER, JANET (Compiler). *Early Reading Development, A Bibliography*. London: Harper Row, 1981.

Lists and briefly annotates 5,537 entries on early reading development of children up to the age of seven. Entries are classified into 53 sections and include journal articles, books, theses, conference papers, and a variety of reports. The bibliography covers the years 1920-1979.

FEITELSON, DINA; TEHORI, BEN ZION; & LEVINBERG-GREEN, DALIAH. How effective is early instruction in reading? Experimental evidence. *Merrill-Palmer Quarterly*, October 1982, *28*, 485-494.

Investigates the role of maturation in learning to read by exposing differently aged children to identical learning experiences. Three studies are reported. In Study 1, 12 members of an intact kibbutz kindergarten class whose ages ranged from 5-2 to 7-0 were taught to decode. Within four calendar months, the six older children but only one of the six younger ones acquired the rudiments of decoding. In Study 2, the five oldest and five youngest in three different kindergartens were instructed by well-trained first grade teachers under controlled conditions. There were significant differences in achievement among the two age groups. Study 3 was an examination of reading comprehension of first-graders and confirmed the results of the first two studies with regard to reading comprehension. Once again, older children significantly outperformed younger ones.

PINSON, SHARON. A case study of a four year old fluent reader. *Reading Education*, Autumn 1982, *7*(1), 59-65.

Tests a preschool age reader on a series of reading instruments and presents the results. The boy's CA at the time of testing was 4.6. On the *Daniels and Diack Standard Reading Test* his reading age (RA) was 9.1; on the *Schonell Word Recognition Reading Test*, he achieved a RA of 9.6. The *Gates-McKillop Reading Diagnostic Test* was administered and his grade equivalent score was 5.1; his RA, 10.3. The *Reading Miscue Inventory* was used with him. A total of 39 miscues was recorded for two stories. Of these 20 were omissions and insertions. The remaining 19 were analyzed for the use of graphophonic cues. None of his miscues were grammatically inappropriate. Although he showed an almost perfect knowledge of graphophonic relationships, he sometimes disregarded such cues in reading continuous text. He appeared to rely heavily on semantic and syntactic cues and to use graphophonic cues most carefully when encountering unfamiliar words.

RAWL, RUTH K., & O'TUEL, FRANCES S. A comparison of three prereading approaches for kindergarten students. *Reading Improvement*, Fall 1982, *19*, 205-211.

Compares three programs used with 96 kindergarten children for their effectiveness on reading, language, and mathematics achievement. Children came from three schools and were assigned randomly to teachers and to morning or afternoon kindergarten sessions. The *Metropolitan Readiness Test* (MRT) was used as a pretest measure and the *Comprehensive Test of Basic Skills* (CTBS) was administered eight months later. The three programs were DISTAR, Action Reading, and a cognitive developmental program based on Piaget's theory. The DISTAR teacher had an aide while the other classrooms did not. Because MRT pretest scores favored the DISTAR group, analyses of covariance using the MRT score as the covariate were used to compare CTBS results. For Total Prereading, both DISTAR and the cognitive-developmental program showed significantly higher scores than did the Action Reading program. Action Reading surpassed DISTAR on visual auditory discrimination. However, in general Action Reading scores were not as good as those for the other two programs.

V-4 Reading readiness

Teale, William H. Preschoolers and literacy: Some insights from research. *Australian Journal of Reading*, August 1982, *5*, 153-162.

Discusses a number of recent naturalistic studies all done with preschoolers. The focus is primarily the home literacy environment and its importance in introducing the child to reading. Reference is made to observations conducted in low-income households where sharp variations in literacy orientation appears. In many of the low-income homes, literacy was not used to as great an extent to fulfill the functions found in middle-income homes. The author points out that the naturalistic studies to date have illustrated that children are actively engaged in various literacy and literacy-related processes during the preschool years.

Taylor, Denny. Children's social use of print. *The Reading Teacher*, November 1982, *36*, 144-148.

Observes the various ways in which young children use reading and writing. In a three-year study of family living an initial attempt was made to develop systematic ways of looking at reading and writing as activities that are part of and affected by family life. In each of the six families that participated in the study one of the children was successfully learning to read. Separate files were kept for each family. Various examples of the children's use of print are included. It was noted that children learn to organize their environment through the use of print; when activities became organized, they were dropped. They also used print to explore the technological environment in which they live.

Taylor, Denny. The family and the development of literacy skills and values. *Journal of Research in Reading*, September 1981, *4*, 92-103.

Attempts to develop systematic ways of looking at reading and writing as activities affected by family life. Field work was conducted with six families in which the children were successfully learning to read and write. A variety of data collection procedures was employed: visits to homes, to places where the families went, observations of children in different situations, recordings of conversations. A separate file was kept for each family. It was found that multi-generational family literacy patterns mediated by personal experiences of everyday life are of fundamental importance to the child's development in learning to read and write. The interplay of individual biographies, the educative styles within each family, and the children's family experiences of print are discussed.

Pierson, Donald E.; Bronson, Martha B.; Dromey, Elizabeth; Swartz, Janet P.; Tivnan, Terrance; & Walker, Deborah K. The impact of early education: Measured by classroom observations and teacher ratings of children in kindergarten. *Evaluation Review*, April 1983, *7*, 191-216.

Evaluates the Brookline Early Education Project (BEEP), a comprehensive birth-to-kindergarten program, using kindergarten classroom observations and teacher ratings of kindergarten skills. Participants were 132 children who had been enrolled in BEEP from infancy to kindergarten and a comparison group of 366 children enrolled in the same district's kindergarten. The *Executive Skill Profile*, a classroom observation instrument, was developed for the study. Trained observers recorded the behavior of each child for six 10-minute periods in the fall and again in the spring. Behaviors included the child's performance in planning and organizing work, interacting with others, and carrying out social interactions and mastery tasks. The *Kindergarten Performance Profiles*, a 15-item scale covering performance in five skill areas (social, work, motor, reading readiness, and numbers), was filled out by each kindergarten teacher for each child. The observation scores showed significant differences favoring BEEP children, particularly in social skills and in use of time; these findings held for both fall and spring observations. For teacher ratings, only two differences were found: one favoring BEEP children in ratings of reading readiness in the fall, and one favoring the comparison group in work skills in the spring. When background variables were taken into consideration, it was noted that there were advantages of BEEP participants over comparison children for subgroups traditionally associated with being at risk.

Burgess, Joanne C. The effects of a training program for parents of preschoolers on the children's school readiness. *Reading Improvement*, Winter 1982, *19*, 313-318.

Describes and evaluates a training program for the parents of preschool children in a town in Maine. The experimenters ascertained the mean differences in readiness test scores of a group of children whose parents participated in a training program prior to their children's testing, a group whose parents were involved in a similar program subsequent to their children's testing, and a group whose parents did not participate at all. Thirty children were included in each group. Parents received training in eight workshops of two hours each. The study utilized a posttest only design and an analysis of variance. Eight sessions consisting of three components each were set up and upon completion of workshop activities for the experimental group, all 90 children in the sample were administered the *Utah Test of Language Development* and four subtests of the *Metropolitan Readiness Tests*, Level 1. The parent training program produced positive effects with respect to the readiness scores of the four-and five-year-old children whose parents participated in the training program for eight weeks prior to testing.

Lombard, Avima D. *Success Begins at Home*. Lexington, Mass.: Lexington Books, D.C. Heath and Company, 1981.

Describes the social conditions leading up to, the theory and planning behind, the operation of, and the results from the ongoing evaluation of HIPPY, the Home Instructional Program for Preschool Youngsters in Israel. The program, beginning as a field experiment for educationally disadvantaged children, was serving 5-, 6-, and 7-year-olds in 12,000 families by 1980. The emphasis is on home based education using mothers as teachers. The mothers are frequently Afro-Asian immigrants and a number are illiterate. Mothers are taught by aides in a role playing situation; children progress through a type of programed instruction. HIPPY materials have been developed to aid in three broad cognitive areas: language, discrimination skills, and problem solving. The original study started in 1969 and included comparison groups of teacher instructed and control children. All were assigned to treatment groups randomly. Home-instruction mothers received once-weekly visits from aides; teacher-instruction groups met weekly with a coordinator to receive aid in the use of HIPPY materials. All children were tested prior to treatment group assignment on the *Columbia Test of Mental Maturity*, the *Goodenough Draw-a-Man Test*, Sections I and V of the *Frostig Test of Visual Perception*, a *Shapes-and-Colors* test, and a *Same-Different* test. Four of these instruments were readministered at the end of the first year, along with the *Home-Story* test; the home-instruction group outperformed the others on all measures. Additional data were collected at the end of grades one and two. At the end of second grade, the 72 remaining children were given the *Ortar-ben-Shachar Standardized Reading Comprehension Test* and the *Minkowitz Math Achievement Test*. Differences favored the HIPPY group on both tests. Several replication studies are reported, with results favoring HIPPY children. Most recently, a field study was done in which 48 mothers along with aides were observed and interviewed. The results supported the continuation of HIPPY.

Morrow, Lesley Mandel. Relationships between literature programs, library corner designs, and children's use of literature. *Journal of Educational Research*, July/August 1982, *75*, 339-344.

Reports research directed at the physical characteristics of library corners and literature activities used by teachers in early childhood education classrooms. Two questionnaires, one for each purpose, were filled out by student teachers. Children's frequency of use of literature during their free-play period was recorded to ascertain if there was a relationship between literature use and physical design characteristics of library corners and literature activities carried out by teachers. The results from 133 nursery through second grade rooms indicated that many did not have well-designed library corners. The results from the 30 nursery and 37 kindergarten rooms indicated that many did not have regularly planned literature activities. In most rooms there was infrequent use of library corners by children during their free-play periods. In the classrooms observed, books were available to children, but little effort was put forth to attract pupils to the library corner. Teachers did not read to children every day; teachers only read 58% of the days observed and discussed stories only 32% of the time. Reading stories and discussing them, although not done daily, were the only literature activities carried out with any regularity. The study revealed that generally accepted methods for literature programming and library corner designs were not common practice within the classrooms surveyed.

MORROW, LESLEY MANDEL, & WEINSTEIN, CAROL SIMON. Increasing children's use of literature through program and physical design changes. *The Elementary School Journal,* November 1982, *83,* 131-137.

Employs 13 kindergarten classrooms with an average class enrollment of 20, located in both urban and suburban areas, to determine if children's use of literature during free-play time could be increased by implementing recommendations of early childhood educators. The overall plan was to observe and record children's free-choice use of literature during a two week preintervention period, to introduce changes to the literature program and to the library corner, and to resume observations for a two-week postintervention period. Classrooms were assigned randomly to one control and three experimental conditions: design only, program only, and both design and program. Physical attributes of the library corners before and after the intervention were compared as a check on the design-change manipulation. In the program condition, books and props used as part of the literature program were made physically accessible to the children. In the design condition, changes were made with respect to furniture, aesthetic appeal, or existence of library corners. Sought was the total number of different children using literature during the four observations within each free-play period. It was determined that all three conditions were effective, raising the level of voluntary literature use to approximately 25% for each class. Single treatment conditions were as effective in increasing literature use as the combination condition. Girls used literature more frequently than boys.

ROHRLACK, C.R.; BELL, B.J.; & MCLAUGHLIN, T.F. The value of auditory blending skills for reading readiness programs. *Educational Research Quarterly,* Spring 1982, *7*(1), 41-47.

Seeks to determine if auditory blending and sequencing skills can be taught to kindergarteners and if these are important to the success of a beginning reading program. A group of 19 kindergarteners was assigned to either a control or an experimental group. Experimentals were subjected to 20 minutes of instruction in blending and sequencing techniques for 13 training sessions over a 21-day period. The participants were pretested as a group using the *Gates-MacGinitie Readiness Test,* and individually submitted to the *Lindamood Auditory Conceptualization Test* (LAC). Following sessions with the experimental group, both experimental and control subjects were posttested individually with an alternate form of the LAC, and as a group with the Gates-MacGinitie. Both groups showed improved scores for most subtests between pre- and posttest conditions.

However, on the Gates Blending subtest, experimentals gained significantly more than did controls. In the Auditory Discrimination subtest of the Gates, experimentals improved their scores by 40% while controls showed no change. On the LAC, again increase for experimentals was greater than for controls.

V-5 Teaching reading—primary grades

CAPUTO, JOHN S. Becoming a communicator: A look at the English Primary School and the development of linguistic strategies in young children. In Malcolm P. Douglass (Ed.), *Claremont Reading Conference Forty-Sixth Yearbook*, 1982, 178-183.

Describes, on the basis of a five-month, participant-observation study of several English Primary Schools, the organization and curriculum, with an emphasis placed on strategies and materials used in developing linguistic competence in speaking, reading, and writing. The data consisted of field notes, slides, tape recorded interviews, informal discussions with headmasters and teachers, and official school documents including curriculum guides and operational procedures. Discerned a very clear emphasis upon helping children become competent communicators by allowing individuals to perform in a variety of communication contexts in the belief that these would facilitate the development of appropriate linguistic resources. Relative to reading practices, there was a stress on comprehending what was read and upon making reading a pleasurable experience. In the two major schemes or series utilized, phonics followed the gaining of a basic sight vocabulary and a balance of writing was stressed to develop reading. Children were expected to read a wide range of other materials.

DUFFY, GERALD G., & MCINTYRE, LONNIE D. A naturalistic study of instructional assistance in primary-grade reading. *The Elementary School Journal*, September 1982, *83*, 15-23.

Reports a study that had two objectives: first, it examined 1) how primary-grade teachers provide assisted learning to their pupils during reading group instruction, and 2) whether such assisted learning is the product of conscious decision making on the part of the teacher. Data collected in six primary classrooms included approximately 50 hours of observation per teacher; four hours of audio-tapes of reading periods recorded in 1-hour segments over the year; four different 1- to 2-hour interviews; and case studies of the instructional practices of each teacher. The findings revealed that the overwhelming activity across all six teachers was monitoring; assistance was incidental to the task of completing activities. Only limited evidence of instructional assistance was noted. Teachers taught as if the child's primary responsibility was to learn, rather than the teacher's to teach, that pupils would learn if exposed enough to a task, and that the teacher's job is to provide this exposure.

THARP, ROLAND G. The effective instruction of comprehension: Results and description of the Kamehameha Early Education Program. *Reading Research Quarterly*, 1982, *17*, 503-527.

Describes the evaluation of the Kamehameha Education Program (KEEP), a research and development program tht was designed to improve the educational achievement of Hawaiian and part-Hawaiian (Polynesian) children. The program, described as having a comprehension orientation, featured small-group format, direct teacher instruction, systematic instructional objectives, criterion referenced testing, and quality control of teacher performance. The program was assessed in each of three experiments: 1) a successive-cohorts analysis demonstrated that the program was superior to a phonics-based program; 2) an experimental vs. control design revealed superiority of the KEEP laboratory school program over matched public school controls; and 3) when installed in public school classrooms, the KEEP program was superior to control classrooms under conditions of random student assignment.

SALLEE, ELLEN R. Effects of adding folklore to basal reading instruction. *The California Reader*, March/April 1983, *16*(3), 11-14.

Endeavors to determine the effects of adding folklore to basal reading instruction on second grade reading achievement. Studied were 49 second grade boys and girls from an urban/suburban elementary school whose grade equivalents on reading achievement ranged from 0.6 to 5.2. In addition to receiving regular reading instruction, pupils assigned randomly to Group I were given 30 half-hour sessions in a basal reading program, whereas in Group II, along with the regular program of basal readers, an additional half-hour for 30 sessions was devoted to folklore instruction. Results revealed that: 1) there was a significant increase in reading achievement for Group I (12.81% gain), and 2) there was a significant increase in reading achievement for Group 2 (18.33% gain). Within Group 2, low-ability students made more gain (25.3%) in reading achievement than high-ability students (14.25%). While both groups increased in reading achievement over the six-month period, the gain for the group using the folklore curriculum was significantly greater (5.52% gain).

GALDA, LEE. Playing about a story: Its impact on comprehension. *The Reading Teacher*, October 1982, *36*, 52-55.

Compares drawing, discussion, and play as follow-up activities after reading aloud as these activities involved 108 children in kindergarten, first, and second grades in a rural Georgia public school. Each child had been randomly assigned to one of three poststory conditions, and then to a same-grade group of four (two boys and two girls). Stories were discussed and all children submitted to a criterion-referenced comprehension test consisting of questions involving remembering, understanding, solving, analyzing, and judging. All were required to retell the story. Play, discussions, and retellings were videotaped or audiotaped. Training procedures involved two complete practice sessions and utilized *The Three Billy Goats Gruff* and *The Three Bears*. *Little Red Cap* was used in the final phase of the undertaking. Results indicated that overall, the play group scored significantly higher than the discussion or the drawing groups on remembering, understanding, solving and analyzing. The discussion group scored significantly higher than the drawing group. There was also a significant difference between grades, with second graders scoring significantly higher than first graders, who themselves scored significantly higher than kindergartners.

HOOPER, ROSLIND C., & HARE, VICTORIA CHOU. Measurable effects of a read-aloud program. *Reading Horizons*, Summer 1982, *22*, 253-257.

Examines performances of 26 black first-graders attending an inner-city public school in a "read-aloud" experiment over a treatment period of eight weeks. All involved were at least average in academic performance, with eight above average as judged by their teacher. Subjects were randomly assigned to treatment and control groups. Thirteen fiction and nonfiction books related to the topic of circuses were the basis for twice-a-week read aloud sessions of 40 minutes each, attended by the treatment group as the controls continued regular school programs. Both groups were pretested through their responses to a request to draw a picture of a circus, including any items believed to belong in a circus; all were individually asked to tell a story about their pictures. These stories were tape-recorded, transcribed, and analyzed. Posttests were administered in the same manner, gains being measured through an analysis of the drawings which had been rated by a judge panel. Gains in maturity of language used to describe a circus were measured in both pretest and posttest situations by studying the language of the stories, employing the mean length of response (MLR) as a measure of linguistic maturity. Gains in diversity of language employed were calculated following examination of the language of the children's stories, using a type-token ratio, (the ratio different words (type) to the total number of words (token) employed in the sample). Differences between groups were evident; those in the read-aloud program significantly increased their knowledge with regard to circuses, displayed significantly greater maturity in language used to describe picture stories, but no differences were demonstrated in linguistic diversity.

Dermott, R. Allan; Pinzari, Stephen J.; Roberts, Dodd E.; & McIntire, Walter G. First grade reading achievement and syntactic density. *Reading Improvement*, Summer 1982, *19*, 135-143.

Investigates differences in specific reading skills, global reading achievement and syntactic density between groups of boys randomly selected from 22 first grade classrooms. Of the 115 boys, 55 received basal-reading instruction supplemented with phonics, and 60 received the intensive-phonics approach. For each of 10 variables in the basal-reader program for reading readiness, and for mental ability, learning ability, and field dependence-independence, *t* tests for uncorrelated data were used to test for significant differences between groups. The specific reading skills were assessed by the criterion-referenced tests taken from the *Metropolitan Achievement Tests*, Primary I and II. Global achievement was determined by the *Metropolitan Achievement Test* in Reading, Primary I. Syntactic Density was assessed by the *Syntactic Density Score* program (SDS) which analyzed oral language in 10 subtest areas. The *t* tests showed no significant differences between groups of boys in the intensive-phonics program and those in the basal program on any of the reading readiness subtests, total reading readiness, mental ability, learning ability or either of the dimensions of dependence-independence. Nor were there significant differences between groups on word knowledge and comprehension, or in the specific skills, except for Phoneme-Grapheme Relationships, Beginning Sounds. On this tests, those in the intensive-phonics program scored significantly higher. For syntactic density, the *t* tests revealed significant differences on subtests: words per T unit, main clause word length, and subordinate clause word length. In each case, the boys in the intensive phonics program scored higher than those in the basal-reader program.

Beck, Isabel L.; Omanson, Richard C.; & McKeown, Margaret G. An instructional redesign of reading lessons: Effects on comprehension. *Reading Research Quarterly*, 1982, *17*, 462-481.

Examines the effects on comprehension of redesigning four lesson components: 1) pre-story preparation, 2) pre-SRU (silent reading unit) preparations, 3) illustrations accompanying the text, and 4) post-SRU questions. Two story lessons based on redesigned elements and the original lessons were administered to two groups of 48 third-grade children. Free recall and forced choice questions drawn from Central, Noncentral, and Implied story information were used as measures of comprehension. Children receiving the revised lessons recalled more of the stories and correctly answered more questions than did children receiving the control lessons. The lesson revisions enhanced children's ability to recall information and answer questions about the stories. Regarding the effects on skilled versus less-skilled readers, three statements emerged: 1) The lesson revisions helped both skilled and less-skilled readers; 2) Less-skilled children in the revised group performed at the level of skilled children in the control group; and 3) A different pattern of results was evident for skilled and less-skilled children in the questions correctly answered. The larger advantage for skilled children was on Noncentral questions, while for less-skilled children it was on Central questions.

Jansky, Jeannette Jefferson. The clinician in the classroom: A first-grade intervention study. *Bulletin of the Orton Society*, 1981, *31*, 145-164.

Compares a "Sentence Method" of teaching beginning reading to a traditional approach. First graders identified as being at risk of failing to learn to read were drawn from two city schools. The intervention experimental subjects (N = 17) were taught using a sentence method, which emphasized the correspondence between oral and written language. The intervention control children (N = 21) were taught by a method emphasizing the names and sounds of letters. There were two no-intervention groups: slower track (N = 74) and faster track (N = 109). A 13-test battery comprising *The Screening Index* (developed by the experimenters) and other diagnostic tests were administered to all subjects in September. In February the *Gates-MacGinitie Reading Tests*-R was administered. In May and June the pretest battery was re-administered along with the *Gates-MacGinitie*-A, and an informal reading test. The intervention experimental group performed significantly better on most reading measures than the intervention control group, and relative to starting point made as much progress as did the no-intervention faster track group.

Feldman, Richard S. Classroom observations of first-graders and teachers in an experimental reading program. *Bulletin of the Orton Society*, 1981, *31*, 165-174.

Observes a total of 41 grade one children over a five-month period for on-task behavior and teacher-child interactions. The children all came from four classrooms (n = 9, 10, 10, 12) in two schools, had all been identified as at highest risk for reading failure on the *Jansky Predictive Index*, and were almost all Spanish/English bilingual. Pupils met in a special group with a reading teacher within the regular classroom. Observations occurred once or twice weekly from November to April and included a time-sampling of each child's on-task/off-task behavior as well as four categories of teacher-child interactions. Additional data came from the teacher-completed short version of the *Connors Teacher Questionnaire*, a 10-item behavior rating designed to assess hyperactivity-inattention. Two classes were designated as experimental and two as control. The percentage of on-task observations was 81% for experimentals through March and 75% for controls. From March to April, when the special reading groups ceased, the experimental children's on-task behavior was 79%, while the control pupils' on-task behavior dropped to 62%. However, the drop appeared to be the result of a decrease in one control group where every child showed a decrease. A coefficient of correlation ranging from .63 to .82 was found between teachers' end-of-year behavior ratings and percentage of on-task observations. Compared to the control group teacher, experimental teachers showed a higher proportion of instructions requiring a response of reading, prompted significantly less, gave positive feedback more frequently, and children in their groups failed to respond on significantly fewer occasions. A closer analysis revealed significant differences between the two experimental teachers in Instructs the Child to Read and Positive Feedback. The author points out that such differences are not due to the teacher variable alone but also to the children. With respect to a test using vocabulary covered in class, coefficients ranging from .47 to .58 were found with percent of on-task observations. However, when scores on the *Gates-MacGinitie Reading Test*, Level A, were used, correlation coefficients with on-task behavior for vocabulary were .03 (Controls) and .43 (Experimentals), and for comprehension .11 and -.02 for Controls and Experimentals, respectively.

Mills, Richard W. *Classroom Observation of Primary School Children: All in a Day*. London: George Allen & Unwin, 1980.

Recounts one school day in the life of each of six children. The children are a five-year-old gypsy boy, a six-year-old Asian girl with little command of English, a slow seven-year-old boy, a bright eight-year-old girl, a quiet nine-year-old girl in a suburban junior school, and a ten-year-old boy in a semi-open-plan school. The observations are done in British schools. Numerous references are made to children involved in reading activities. The ten-year-old boy, for example, is working in an SRA kit. His involvement with the cards in the kit, his mode of working, and his interaction with his peer group are described.

Krogh, Suzanne Lowell, & Lamme, Linda Leonard. Learning to share: How literature can help. *Childhood Education*, January/Februar 1983, *59*, 188-192.

Summarizes some of the early cognitive-developmental social/moral theories. All the named theorists appear to concur that all children begin life with a strong concern for self but gradually learn to look outward when their needs of growth in cognitive awareness are cultivated in benign and encouraging environments. Literature is recognized as an important facilitator in the reification of the essentially abstract concept, sharing, through which by means of role taking in decision making children may be helped to understand why people share. The authors establish criteria for choosing appropriate books, list and summarize 23 books, classify them by developmental levels, and give some suggestions for the essential discussion which should follow the book.

Searles, Evelyn F.; Lewis, Marston B.; & Morrow, Yvonne B. Parents as tutors—it works! *Reading Psychology*, April-June 1983, *3*, 117-129.

Seeks to determine the effects regular parental tutoring has on pupil achievement in reading/language arts and math, as well as improvement of pupil attitudes toward reading, pupil self-concept and motivation, and attitudes of parents toward the school. One first-grade teacher and one second-grade teacher developed and implemented a program whereby the parents provided their own personal tutoring services for their children in reading/language arts and math skills at home for 20-30 minutes per day during 20 weeks of the school year. Twenty-five pupils at each grade level were matched with controls as to age, sex, race, socioeconomic status, and achievement in reading/language arts and math. At first grade, the *Metropolitan Readiness Test*, Level II, provided the basis for matching in achievement; at grade two, the *Metropolitan Achievement Test* (MAT) was used. All children were pretested with the *Heathington Reading Attitude Scale* and the *Self-Concept and Motivation Inventory* (SCAMIN). All parents were given a pre- and post parent opinion survey. Pupils were posttested with the MAT and with the same forms of the Heathington and SCAMIN. At the first grade level, parental tutoring appeared to result in a significant increase in pupil achievement and parent attitudes toward the school. In second grade there were no significant differences between the treatment and comparison groups on the posttest measures; however, both groups made highly significant gains over their own pretest scores on all measures. Math achievement was not assessed in this second grade study.

V-6 Teaching reading—grades 4 to 8

Ingham, Jennie. *Books and Reading Development: The Bradford Book Flood Experiment*. London: Heinemann Educational Books, 1981.

Recounts the findings of a study carried out in four Bradford, England, middle schools, two experimental and two control, in which experimental classrooms were inundated with books. One pair of schools was located in the inner city; the other, on outer city council estates. Second-year children were administered the following tests toward the end of the autumn term: *Cattell's Culture Fair Test of 'g'*, *Schonell's Word Recognition Test*, the *NFER Reading Test AD* (sentence completion), the *Edinburgh*

Reading Test, Scale 3, the *Sharples-Reid Assessment of Reading Interest*, the *Book Flood Reading Attitude Scale*, the *Askov Reading Inventory*, and the *Coopersmith Self-Esteem Inventory*. Teachers were also asked to assess each child for reading interest using a seven-point scale. The Schonell was readministered after six months to a random sample of children; the Schonell, Edinburgh, Book Flood, and Sharples-Reid tests were given about a year after the original pretesting occurred; a final posttesting took place about 16 months later and involved the complete battery with the exception of the Cattell. Books for experimental classrooms were obtained in three stages: 1) from publishers (5,600), 2) from libraries (1,150), and 3) from a second donation by publishers (450). Detailed aspects of each school and the teachers were studied in an effort to find out what factors influenced reading. Children also maintained a record on each book read. The author concludes that the effects of the book flood was slight on test results. Home factors appear to be most influential in children's reading habits. Children most influenced by the book flood appeared to be those who were capable readers but did not come into contact with books at home. Avid readers did not seem greatly impressed by the flood, perhaps because they had so many books at home; infrequent readers seemed to be overawed by the influx of books.

GUTHRIE, JOHN T. The book flood. *Journal of Reading*, December 1982, *26*, 286-288.

Reviews the findings on the Book Flood experiment in England. A relevant finding highlighted was that reading achievement and volume of reading were associated. Changes in number of books read over the three-year period of the study and reasons for selecting books to read are other findings discussed.

SUMMERS, EDWARD G., & MCCLELLAND, J. VIVIAN. A field-based evaluation of sustained silent reading (SSR) in intermediate grades. *The Alberta Journal of Educational Research*, June 1982, *28*, 100-112.

Implements and evaluates the effect of a sustained silent reading program (SSR) on reading achievement and attitudes toward reading. Four elementary buildings were designated as SSR schools; five other schools served as controls. In all, some 1400 children were ultimately involved. Non-SSR schools followed their regular programs but received the same testing as the SSR schools. The SSRs were implemented on all-school bases in all grades in the treatment schools but the evaluation took place in grades 5, 6, and 7 only. The vocabulary and comprehension sections of the *Metropolitan Achievement Test* were used to assess reading achievement, and the *Estes Attitude Scale* was used as the attitude measure. An additional informal attitude instrument was administered. The data from 65 intact treatment and control intermediate grade classrooms revealed no significant differences for covariance adjusted mean scores from standardized and informal reading achievement and attitude measures and no significant interaction effects for reading achievement, attitude, grade level, and sex. However, staff in the SSR schools gave it a strong rating as a desirable language arts activity for incorporation in intermediate grade classrooms.

FARRELL, ELLEN. SSR as the core of a junior high reading program. *Journal of Reading*, October 1982, *26*, 48-51.

Describes sustained silent reading (SSR) as well as discussion and writing about this reading by a class of on level eighth grade readers (N not reported). Unfamiliar words were compiled by each individual and these vocabulary lists were supplemented by a progress log that recounted activities in class and out-of-class as well. Testing, at the year's beginning and at the end, with the *Gates-MacGinitie Reading Test*, Level E, indicated that 90% of the participants improved between one and two years. The remaining 10% were about evenly divided between those who had improved slightly and those displaying dramatic improvements. These latter, who gained three, four, and five years, were pupils whose previous reading scores were originally among the lowest in the class. Twelve students scored on the 12th grade level, at the test's ceiling; all succeeded at year's end in reading above grade level and all had improved their Gates-MacGinitie scores.

HICKS, JR., GERALD M. Sustained Silent Reading as an aid to reading achievement: A personal study. *New England Reading Association Journal*, Winter 1983, *18*(1), 24-28.

Establishes and evaluates the effects of a sustained silent reading (SSR) program as a supplement to a regular basal program in one sixth grade. The class began the year with a five-minute SSR period and extended the time until a maximum of 20 minutes was reached. The *Stanford Achievement Tests* (SAT) were administered at the end of grade six; growth from grade five to six was compared with growth from grade four to five on the SAT for the 19 pupils. Twelve pupils showed gains in fifth grade as compared with 16 in grade six. Average gain in grade five was four months; in grade six, eight months.

SCHAUDT, BARBARA A. Another look at sustained silent reading. *The Reading Teacher*, May 1983, *36*, 934-936.

Draws on the ERIC system to identify and briefly comment on Sustained Silent Reading (SSR) programs that have been reported and discusses endeavors to highlight problems that may exist in the application of principles underlying the programs with added thoughts on how these may be overcome. Research results are presented.

BENNETT, ANTHONY, & READING, STEPHEN. An evaluation of an individualized reading program. *Reading Education*, Autumn 1983, *8*(1), 30-41.

Presents evaluative data on an individualized reading program developed and implemented in two Australian primary schools at Grades 3, 4, 5, and 6. At the core of the program was a basal series; workbooks; a teacher handbook outlining procedures for evaluation, pupil placement and assessment, and specific program objectives; sequential skills checklists; teacher unit evaluation sheets; and individual pupil graphing sheets for units in each level. The program was designed to carry children from readiness to the refinement of attitudes and abilities in six stages. Starting placement in the program at a pupil's individual instructional level was determined by the *Neale Analysis of Reading Ability*. Parents were utilized as tutors. At the end of an eight months' implementation period, evaluation data were collected from teachers and parents as well as from measuring gains in reading accuracy and comprehension on the Neale for the 185 pupils involved. For 82% of the pupils, the recorded levels of improvement in accuracy at all grade levels ranged from 1 month to 18 months; 11% improved 19 months or more and 7% scored lower on the posttest. In comprehension, 52% of all pupils posttested recorded a gain in score ranging from 1 month to 18 months; 36% showed improvement ranging from 19 months to 54 months, and 12% showed either no gain or a loss. When analyzed by sex, no significant differences were found in mean gains in comprehension at Grades 4, 5, and 6. At Grade 3, girls showed greater gains in both accuracy and comprehension than boys. The highest mean improvement for both accuracy and comprehension occurred in Grade 4 (N = 72).

EARLE, SUSAN. An individualized reading motivation program. *Australian Journal of Reading*, November 1982, *5*, 182-187.

Tells how an individualized reading motivation program was developed in a primary school in an industrial suburb of Adelaide, Australia, that centered on the needs of 10- to 11-year-old readers viewed as being reluctant. Qualitative data collected in reviewing progress in the program included interest inventories, observations, conference records, and children's writing. Both change in attitude toward reading and greater mastery of reading skills were reported as occurring, although no data are presented. Children's enthusiasm for reading and writing was believed to have risen dramatically according to the qualitative reporting of teacher and school librarian.

BARKHOLZ, GERALD R. Matching materials to reading level. *Florida Reading Quarterly*, December 1982, *19*(2), 8-12.

Describes the validation of a self-instruction module to teach skills for locating information in the school library to seventh graders. Thirty-two seventh grade language arts classes from one school district in Florida were randomly selected for participation. Each group was subdivided into low, average, and high reading ability according to scores from the students' records. The *National Test of Library Skills* was used for assessment purposes. Significant differences in the successful use of the module were found between students according to their reading ability. It was concluded such a module can be an effective means to teach library skills provided the reading level is appropriate to the students using it.

ADAMS, ABBY; CARNINE, DOUGLAS; & GERSTEN, RUSSELL. Instructional strategies for studying content area texts in the intermediate grades. *Reading Research Quarterly*, Fall 1982, *18*, 27-54.

Evaluates the effectiveness of explicit systematic instruction and study-skills/ training. Fifteen fifth-grade pupils were assigned for 30 to 40 minutes daily for four days, to each of the three experimental instructional conditions: (1) individual systematic instruction (SI); (2) independent study feedback (ISF) which followed traditional classroom procedures with focus on individual seatwork; or (3) in a group where no instruction (NI) was given. Following the last training phase, pupils were given immediate and delayed posttests which included reading and retelling a social studies passage and answering a short answer test. Also at the delayed posttest, each pupil was asked to delineate the procedures used in studying the passage. Reported results on means, medians and comparisons by analysis of variance indicated that the systematic instruction (SI) condition wss significantly more effective on short-answer test than the two control conditions. There was no significant difference on the retelling.

SHOOP, MARY. Improving inferential comprehension of content by combining instructional techniques. *Reading Improvement*, Winter 1982, *19*, 268-273.

Investigates the effects of three instructional strategies (cloze, study guide, and a combination method using cloze and study guide) on inferential comprehension of textbook material while blocking on teacher and achievement level. The subjects were 144 eighth-grade students from a midwestern junior high school; they were members of six intact social studies classes, three sections being taught by each of two different teachers. The *Nelson Reading Skills Test* was used as a pretest measure to establish reading level and group equivalence. The sample excluded the lowest achievement levels. Subjects in the cloze treatment group completed passages from social studies textbooks deleted in a regular pattern. The study guide treatment group answered inferential questions over the same intact passages. The combination group alternated these treatments. Following final instruction, students were given a 40-item posttest of multiple-choice inferential comprehension questions. Data revealed that the combination of cloze and study guide was a significantly better instructional treatment than cloze instruction alone to improve inferential reading comprehension of content-area materials regardless of teacher or achievement level.

YEAZELL, MARY I. Improving reading comprehension through philosophy for children. *Reading Psychology*, July-September 1982, *3*, 239-246.

Compares the reading comprehension achievement scores of 80 experimental and 20 control pupils in an examination of the effects of philosophy for children on reading achievement. Pre- and posttest scores on the reading comprehension subtest of the *Comprehensive Test of Basic Skills* (CTBS) were used as the criterion measure. The four experimental classes received one 45 minute weekly period devoted to the philosophy program as a supplement to their regular reading program. There was a significantly greater gain than expected on the CTBS for children exposed to the philosophy curriculum; children in the control program did not gain more than expected. Analysis of scores of two groups of above-level readers taught by the same teacher showed similar results. A third analysis of scores of a subtest of 28 below-level readers showed a significantly greater gain than expected for this group also.

MICCINATI, JEANNETTE L. The influence of a six-week imagery training program on children's reading comprehension. *Journal of Reading Behavior*, 1982, *14*, 197-203.

Explores the influence of a six-week imagery training program on the comprehension of third and sixth grade pupils. Instruction centered on an auditory component (listening, imaging, and recalling), and a visual emphasis (reading, imaging, and recalling). High imagery sentences and passages were selected from a basal reading series, grades one through six: composite passages which could be illustrated in one scene—like a snapshot, and cartoon passages which required a series or sequence of pictures to depict the entire passage, much like a cartoon strip. Seventy-five third- and 75 sixth-graders in two experimental groups, sub-divided into small segments, met for 30-minute sessions twice weekly over a six-week span. Pupils assigned to control groups remained in their classrooms, receiving no special training beyond their usual reading instruction five times weekly. Subjects induced images while listening to taped sentences, sharing orally and describing on paper. The instruction and practice tasks did not significantly effect the comprehension of pupils as measured on the *Metropolitan Achievement Test*. No significant difference was apparent between poor and good readers, and black and white subjects.

SEBESTA, SAM LEATON; CALDER, JAMES WILLIAM; & CLELAND, LYNNE NELSON. A story grammar for the classroom. *The Reading Teacher*, November 1982, *36*, 180-184.

Describes experimental work with a story grammar. The first training study was an attempt to teach 12 reading teachers to use a story diagram as a story grammar device. Pre- and posttest retelling indicated an improvement in comprehension for teachers after three training sessions. The second training study involved use of the story grammar concept to improve story comprehension of 10 fifth-grade pupils in a Title I inner-city summer school project. Four treatment sessions of 90 minutes each concentrated on utilization of increasingly complex stories and progressed to the employment of creative dramatics and symbolic representation of events and focus. Pre- and posttest recall was assessed by means of an 11-item multiple-choice test. No significant differences were found between pre- and posttest scores.

FRATACCIA, ENRICO V.; FRATACCIA, PRISCILLA KAYE; & RYAN, GARY T. Student research as a tool to enhance critical reading/thinking and study skills of academically gifted students. *The New England Reading Association Journal*, Spring/Summer 1983, *18*(2), 17-23.

Implements a project intended to promote development of critical reading/thinking and study skills of seventh grade honors (academically gifted) students in a developmental reading program. During the second and fourth grading periods of the school year, seventh grade honors students engaged in and completed a unit developed covering a six-week span. Skills emphasized included: gathering information, notetaking, outlining, organization, analysis and a host of related items. In addition, converting outlines to paragraph form required teacher-directed review of formal writing skills. After completion of the first research unit, 21 students (84%) indicated they would like to continue; after completion of the second unit, however, 14 (50%) indicated they would like to go further. Other informal assessment information is presented.

McCormack-Larkin, Maureen, & Kritek, William J. Milwaukee's Project RISE. *Educational Leadership*, December 1982, *40*(3), 16-21.

Reports on the annual *Metropolitan Achievement Test* Mathematics and Reading scores of children in third and fifth grades in 109 Milwaukee schools and in 18 RISE schools. Project RISE, in its third year (1981-1982), reported scores approaching the upward moving city average for the first two years of its activity.

Egan, Owen. Informal teaching in the primary school: Effects on pupil achievement. *The Irish Journal of Education*, Summer 1982, *16*, 16-26.

Examines effects of an informal approach to teaching among primary teachers (N = 37) at the fourth class level in city and county schools, on pupil achievement. Teachers were classified as formal or informal on the basis of their responses to a 200-item questionnaire on teaching methods. Pupils (N = 961) were tested in English and Irish at the end of third class and again at the end of fourth class using the *Drumcondra English Test*, Level II, and the *Drumcondra Irish Test*, Level II. Both tests yielded scores on vocabulary, comprehension, total reading, usage, and grammar. Capitalization/punctuation appeared as part of the English test; spelling as part of the Irish instrument. Significant differences were found; in the pupil-level analysis there was a difference in favor of the formal approach on all subtests of the Irish version of the test and on two subtests of the English test (capitalization/punctuation and spelling). In the teacher-level analysis, differences in Irish were found to be significant with the exception of the usage subtest. It was claimed that the study verified the existence of formality and informality as coherent ideals in teachers' perceptions of their own teaching practices; it linked them with the grade level and gender of both teachers and pupils; and it showed that informality was associated with a lowering of standards in Irish and certain areas of English.

Ward, Stephen D., & Bradford, Eugene J. Supervisors' expertise in reading affects achievement in junior high. *Journal of Reading*, January 1983, *26*, 362.

Conducts a survey to assess the effects of a reading supervisor's area of specialization, degree of preparation, and experience as a reading teacher on students' reading achievement. Surveyed were 31 Title I predominantly black junior high schools in New York City. The area of specialization and the number of credits a reading supervisor had obtained in reading were important to how well students achieve in reading. Teachers' perceptions of their supervisor's expertise were also reflected in the reading achievement of their junior high students. However, it did not appear to make a difference if a reading supervisor had ever actually taught reading.

Neubeck, Eva, & Witthuhn, Janet. Niibin, a summer revolution. *Educational Leadership*, May 1983, *40*(8), 61-65.

Describes a six-weeks summer program named Niibin, the Ojibwe word meaning "It is summer." The program involved 189 pupils who attended classes with about 75 adults who represented over 50% of the children enrolled. Set up by the Indian Education Section of the Minneapolis Public Schools, and allied groups, the parents had their days divided into three segments, with math and reading instruction taking place during a block of time, native language and culture in another, and mental and physical health in yet a third block of time. Pre- and posttests were given in reading, mathematics, and Ojibwe language and culture. In reading, 88.8% of the students showed gains on the posttest. In math, the figure was 84% and in Ojibwe and culture, 96.4%. Pupil attitudes, assessed at the beginning and end of summer, indicated that pupils had more positive attitudes in 12 of 15 areas at the end of the program. Additionally, adults in the program were given the opportunity to take the sixth-grade form of the SRA standardized achievement test at the end of summer. Over 80% of the parents scored at or above the sixth-grade level in language arts, math concepts, and math computation.

FRIEND, PETER. Reading and the parent: After the Haringey Reading Project. *Reading*, April 1983, *17*, 7-12.

Undertakes an experiment involving parent volunteers and views the effect on the reading of British junior school children, ages 7 to 11. The 20 parents agreed to hear their children read at home three times a week. Guidelines were supplied to parents as well as record sheets which were sent to school weekly over the 13-week duration of the study. Children in the experimental group and a control group were pre- and posttested on the *Schonell Graded Word Reading Test* and the *NFER Reading Test AD*. No significant differences were found between the two groups. Informal reactions from parents are presented; these evidenced a very positive attitude towards the experiment.

LEMONS, ROBERT L., & MOORE, SAMUEL C. The effects of training in listening on the development of reading skills. *Reading Improvement*, Fall 1982, *19*, 212-216.

Examines the effects of training in listening on the reading skills of black inner-city fourth graders. Subjects were 20 experimentals and 21 controls, all of whom had been identified by their teachers as reading at least on a 2.5 grade level. Children came from six different classrooms. Experimental children were given 20-minute listening training sessions daily for 30 days. The word knowledge and reading sections of the *Metropolitan Achievement Test* was used to assess reading. Analysis of the data revealed a statistically significant difference favoring the experimental group.

BECK, ISABEL L.; PERFETTI, CHARLES A.; & MCKEOWN, MARGARET G. Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, August 1982, *74*, 506-521.

Describes a study observing the effects of vocabulary instruction on lexical access and reading comprehension. Subjects were 27 experimental and 39 control children, all fourth graders. Experimentals were taught 104 target words over 75 daily 30-minute lessons. Words were taught in two frequency conditions: *some*, in which 8 to 10 new words were taught and reinforced through the daily lessons for five days; and *many*, in which subsets of words from the some condition reappeared in review cycles. An additional set of words similar in difficulty, length, and semantic similarity was designated as *none* and appeared only on pre- and posttest measures. Alternate forms of the Reading and Vocabulary subtests of the *Iowa Tests of Basic Skills* (ITBS) were used as pre- and posttests along with a 147-item multiple-choice vocabulary test. Additional posttests included a semantic decision latency task to tap word comprehension, a sentence verification latency task, and a story recall task. Pairs of experimental and control pupils were matched for pretest ITBS scores. Experimental pupils showed significantly greater raw score gains on both ITBS subtests than did controls. Experimentals also showed large gains in instructional words as well as in other tasks. However, posttest performance on uninstructed words was not related to performance on instructed words when pretest performance and control group performance was taken into account.

V-7 Teaching reading—high school

Hutchison, Laveria F. The relationship between library use and academic category among tenth grade students. *The Clearing House*, September 1982, *56*, 34-37.

Collects data on the use of school library centers by secondary school students. The investigator collected data to determine if: 1) 269 tenth grade students would use the school library center on a regular basis if they knew how to locate needed items; and 2) if their nine English teachers thought that student response to assignments could be strengthened if the students had a knowledge of the library center. Approximately half the student population fell in an overall A-B grade-point average span; the remainder into an overall C-D span. Eight on-site daily 30 minute instructional sessions were conducted with emphasis on library skills and activities. A 10-item questionnaire was given to students at three different times with the purpose of determining existing knowledge and usage of the library center as well as the long range usage. Teachers filled out a questionnaire asking their perceptions of student library usage and knowledge. An increase in library skills and usage among the students in the two grade-point categories immediately after and eight weeks after the completion of instruction was divulged. Likewise, data indicated that academic grade-point average did not make a significant difference if library skills were taught, practiced, and applied.

Horn, Molly. Bringing literature to life in the secondary school curriculum. *Florida Reading Quarterly*, December 1982, *19*(2), 41-45.

Describes strategies used in a venture involving high-school juniors (N not reported) which was based on the premise that the goal of literature is the understanding of oneself and others and that to achieve this, the reader needs to become absorbed with the imaginary world and action of the literature being read. It was believed that until such interaction has taken place, students would not find anything in literature that is meaningful to them. Employed two matched and paired groups who were assigned readings of Hawthorne's short stories and the verse of Emily Dickinson, over a three-week period, five days a week. The experimental group was subjected to the reading of selections followed by role playing; viewed filmstrips; participated in brainstorming activities; were involved in discussions using inductive and deductive strategies to replace lectures, and wrote short papers. The controls had lecture-type instruction in the same content area under another teacher. Comprehension scores of the experimental group showed a significant difference ($p < .05$), but in an attitude survey there was no significant difference found.

Slinger, Edith L. Are students in secondary content area classrooms given instruction in reading assigned material? *Reading Education*, Spring 1982, *7*, (2) 11-14.

Employs an observation instrument to determine time spent and type of reading instruction provided in 13 grade eight social studies and language arts classrooms. Six graduate students observed a total of 59.1 hours in the classrooms. Reading instruction activities were recorded as reading related or non-reading related with the related activities being further categorized as active reading pursuits, passive reading pursuits, and oblique reading pursuits. Results of the active pursuits type were summarized under headings such as Preteach vocabulary; Preteach skills; Background instruction; Students read/teacher instructs; and Students practice skills taught. Less than 6% of the total observed time was spent in active reading pursuits with half of that time accounted for by one school. Greater differences in amount of reading instruction provided were found between schools with little difference found between classrooms within one school. The largest amount of time was devoted to Student reads/teacher instructs activities, 2.4%

Providing background information and Students practice skills taught categories followed in terms of time spent on reading-related activities. The smallest proportion of class time was devoted to Preteaching vocabulary.

CHURCH, ELIZABETH, & BEREITER, CARL. Reading for style. *Language Arts*, April 1983, *60*, 470-476.

Speculates that aesthetic reading (responding holistically to both content and style) enables students to read in such a way that it helps them to develop as writers. Twenty members of a twelfth-grade English class were given training in thinking aloud while reading, using procedures that involved explanation, modeling, and supervised practice. Half of the students were instructed to "Tell me everything you are thinking about," in contrast to the other half being told "Tell me everything you are noticing about the way this is written." In yet another task the students compared two versions of a passage, one in contemporary style and one done in a more archaic and ornate manner. They then chose the style they preferred and were given a different passage, which they were to convert into that style. The passages used were drawn from available modern prose translations, but were modified to intensify contrast on five stylistic features. Comments made by students during repeated readings of the same passage were classified according to whether they showed attention to content or to style. Being instructed to notice how the passage was written had no significant effect on students' attention to style. Four students in the instructed group did, however, show a marked shift toward greater attention to style. These readers were reading aesthetically, responding holistically both to content and to the way it was expressed. The remaining 14 students were information-getting types.

SIEDOW, MARY DUNN, & FOX, BARBARA J. Writing directions poor readers can understand. *The Clearing House*, March 1983, *56*, 312-314.

Devised five principles designed to make directions easier to read and tests these. Seventy-four students, 39 in tenth and 35 in the eleventh grade, responded to teacher-rewritten directions. All subjects were considered poor readers and had been placed in remedial English classes based on their low scores on the Total Reading score on the *California Achievement Test* (CAT). Twenty teacher written directions were written (five to each content area: English, social studies, science, and math) and compared with their original versions for difficulty. The data collected showed that the ability to understand the rewritten directions in comparison to the original versions was improved across all the areas measured. While careful writing of directions improved understanding of the types of response desired by the teacher for her students, it did not assure mastery of actual content information.

HORNER, JIM, & MOORE, FRANCES. Research into reading: A study of reading in the transition between primary and secondary schools in Tasmania. *English in Australia*, December 1981, *58*, 43-61.

Describes a project which examined the transition between the primary and secondary schools in Tasmania to ascertain what Year Six (primary) pupils were being given and what Year Seven (secondary) pupils needed in reading instruction. Included were four large high schools, three district high schools with their primary sections, two independent schools (one a large city school and the other a small country school), and a group of eight feeder primary schools, representing a range of social and economic conditions and also of sizes. Pupils (N = 72) of average reading ability in Year Six were selected from the feeder schools. Personal details were collected in the first year about each subject and information obtained from the administration of formal and informal tests: *Reading Miscue Inventory*, *Gapadol Reading Comprehension Test*, comprehension exercises, cloze procedures, *Carter Attitude to Reading Scales*, and the reading of textual material provided by the high schools which the children would be attending. Some pupils progress was followed in Year Seven. Case studies of four pupils from one school are presented. It was found that primary school children need to be taught to extract information from information-based text books. Among primary schools there was found to be no planned reading development designed to meet the needs of pupils in their first year of secondary education. There was little indication that reading was taught for its application to any activities beyond those engaged in during the actual reading lesson.

V-8 Teaching reading—college and adult

BROOKS, CLIFFORD C. Developmental reading courses for college credit. *Journal of Reading*, October 1982, *26*, 20-23.

Compares numbers registered in and results of developmental reading courses taken for non-credit and for credit at one state university. The 1979-80 course was for non-credit. Two hundred and sixty-seven students registered, and their achievement was assessed using the *McGraw-Hill Basic Skills System*, Reading Test and Vocabulary Test. The 1980-81 courses were in developmental reading ($N = 337$) and speed reading ($N = 153$) for two-hours credits each. Alternate forms of the *Nelson-Denny Reading Test* were used for assessment purposes. Comparisons were made between the courses in terms of gains made in vocabulary, rate, and comprehension. The results for vocabulary and comprehension were equivocal. However, the speed reading course for credit did lead to greater gains in speed than the non-credit course. The authors note the importance of the increase in enrollment when the course was offered for credit.

MALETT, SHELDON D.; KIRSCHENBAUM, DANIEL S.; & HUMPHREY, LAURA L. Description and subjective evaluation of an objectively successful study improvement program. *The Personnel and Guidance Journal*, February 1983, *61*, 341-345.

Investigates the increased academic effectiveness of 63 second semester, above- and below-average college freshmen, who volunteered to participate in a study improvement program incorporating both academic (i.e. reading effectiveness) and behaviorial self-control (i.e. planning and self monitoring) skills. Two groups received information on monthly and daily plans for studying, while a third group served as a control and focused on more general issues concerning time management. Fifteen students did not complete the program. Results showed significantly improved study habits and time spent studying during the program for the two experimental groups, as well as reduced university withdrawal and increased grade point average after a one year follow-up. Participants generally perceived technique-oriented sessions on behavioral self control and study skills as more valuable than semistructured sessions on personal factors, counseling and/or problem solving. The process for selecting and training 10 undergraduate paraprofessionals central to the program's operation is included.

TAYLOR, KARL K. Can college students summarize? *Journal of Reading*, March 1983, *26*, 524-528.

Assembles a group of passages for a class of 22 college undergraduates to read and summarize material, with no instruction being offered in summarization. The passages were 1) simple narrative or expository text, 2) from newspapers and popular magazines, selected to be interesting and timely, 3) from 100 to 300 words in length, and 4) written at the 13.5 grade level. Students began working on summary soon after midterm, and spent about three weeks summarizing articles supplied to them. Students had difficulty finding an acceptable level of generality for a summary. Frequently subordinate ideas were stressed and major ones underestimated. Problems were encountered in the differences between summarizing short vs. long passages. Informal evaluation suggested that at least 50% of students showed large gains. Students moved through several stages in acquiring the skill.

SMITH, CHRISTINE. The effect of course instruction in reading comprehension on reading gain. *Reading World*, March 1983, *22*, 231-235.

Asks whether a course in reading with emphasis on reading as a communication process will improve the reading comprehension of college students. Subjects were 77 seniors and graduate students who scored below 50th percentile on the reading test of the *Sequential Tests of Educational Progress* (STEP) and were enrolled in a required reading improvement class. Reading class meetings each extended over two hours for a period of 15 weeks, with one hour of each session being devoted to whole group instruction and the second being individualized. Whole group instruction centered on comprehension skills, vocabulary development, rate flexibility techniques, test-taking strategies and summary-critique writing. In the individualized portions of the sessions, focus was placed on students' needs and goals for the semester. Growth in reading comprehension was assessed by the STEP II or *The Stanford Diagnostic Reading Test* (SDRT). Alternate forms of the STEP II were given to 49 of the students; all took alternate forms of the SDRT. Statistical findings showed a significant mean gain in both vocabulary and comprehension scores on the SDRT.

LOPARDO, GENEVIEVE, & SADOW, MARILYN W. Criteria and procedures for the method of repeated readings. *Journal of Reading*, November 1982, *26*, 156-160.

Conducts a study to test the effectiveness of the method of repeated readings with college students enrolled in a corrective reading course. Students read aloud until they achieved criterion levels of speed, accuracy, and comprehension on the initial reading of a passage. They then read silently at the same level of passage difficulty until they achieved criterion on an initial reading. The same sequence was then employed at a higher level of passage difficulty. Within a given level, subjects first read and then practiced until they could read orally at 100 wpm with 95% accuracy and 60% comprehension. Following this they read and practiced silently to attain 200 wpm with 60% comprehension. The authors report that the oral procedure was used in an elementary school. Also, at both sites, students were reported as being enthusiastic.

JACQUES, ROSE YESU. Using college reading assignments to improve reading/thinking skills. *Reading Horizons*, Summer 1982, *22*, 282-287.

Tells of a study designed to determine whether instruction in certain critical reading skills would improve the overall reading ability of college freshmen. The skills of recognizing assumptions, reading deductively, interpreting, drawing inferences, and evaluating arguments were the foci of the endeavor. Random assignment was made to three experimental and one control group. Pre- and posttesting was done using the *Stanford Diagnostic Reading Test* (SDRT) and the *Watson-Glaser Critical Thinking Appraisal*. Instruction occurred over one semester. The study found that the treatment given Group I (notetaking), Group II (literal comprehension), and Group III (critical reading) all helped to improve social studies grades when compared to the control group. No significant differences in literal comprehension growth was found among the four groups. On the inferential subtest of the SDRT, the three experimental groups showed significantly greater improvement than the control group. On the overall Watson-Glaser score, the same pattern prevailed.

CRIST, ROBERT L. Learning concepts from contexts and definitions: A single subject replication. *Journal of Reading Behavior*, Fall 1981, *13*, 271-277.

Teaches 60 vocabulary words to two college seniors in a single subject ABA design. Students were given 20 minutes of vocabulary instruction on each of 10 days. In the A conditions, treatments consisted of presenting words in contexts. In the B condition, subjects saw each definition of 30 words four times. A test over all 60 words followed 24 hours after completion of the final set of six words. Both subjects had similar pre- and posttest gains on the 30 words learned through both contexts and definitions. Both subjects' scores on contexts tended to be higher when they were exposed to contexts rather than to definitions. The author concludes that contexts were the more effective mode of instruction.

CURRIE, MARGARET; GOETLLER, ELAINE; & MCCASKILL, SANDRA. Evaluating the relationship between library skills and library instruction. *Canadian Library Journal*, February 1982, *39*, 35-37.

Attempts to assess the value of formal course-integrated library instruction with specific reference to biology and sociology students and the effectiveness of a compulsory course-related library assignment. Three first-year classes at one Canadian university that had formal library instruction in biology and sociology classes were compared on library skills with two first-year classes that had received no formal library instruction. A six question test was administered to 406 students. A ranking of average class scores revealed that all three instructed groups surpassed the achievements of other classes. When differences were tested, statistical significance was at the .05 confidence level. The scores of instructed biology students were significantly different from the non-instructed biology students. An examination of the sociology class receiving library instruction but no assignment revealed that a significant difference did not exist between the groups. However, a comparison of the second sociology group receiving library instruction and assignment with their non-instructed counterparts showed the instructed group did better.

CASTLEBERRY, K. SUE. Rationale and research concerning prereading study strategies with secondary and college students. *Reading Psychology*, July-September 1982, *3*, 277-283.

Observes that reading and content area teachers frequently teach secondary and college students to use prereading strategies in the belief that the strategies would facilitate reading comprehension. Studies that contained an experimental analysis of the effects of the prereading activities and which were published from 1960 to 1981 were reviewed; excluded because no experimental data were presented were such strategies as setting purposes and making predictions, anticipation guides, and mapping. The author notes that there is a dearth of conclusive research in the area.

HEERMAN, CHARLES E. Research on college reading programs and students retention efforts. *Reading World*, March 1983, *22*, 203-212.

Examines research in retention and in college reading in an effort to clarify the role of college reading programs in student retention efforts. Three categories of reading research were reviewed which would appear to bear on student retention: 1) reading measures as predictors of academic success; 2) retention of gains following reading instruction; and 3) impact of reading instruction on college grade-point average. Problems in retention research were identified which complicate a clear-cut involvement of reading instruction in student retention efforts. It was concluded that researchers do not simultaneously account for the variables of reading gain, GPA gain, and student retention.

GAJAR, ANNA H.; MURPHY, JAMES P.; & HUNT, FRANCES M. A university program for learning disabled students. *Reading Improvement*, Winter 1982, *19*, 282-288.

Gives preliminary results of a pilot program designed for college students with learning disabilities (LD). Twelve undergraduates, ages 20-29, were referred to the LD program. In general, the students showed a discrepancy between WAIS scores (range, 104-122) and achievement performance on the *Woodcock-Johnson Psychoeducational Battery*, Part 2. Each student met with a two member intervention team, and an Individualized Education Plan (IEP) was developed. IEPs included referral to the University Reading and Writing Center and completion of a study skills workshop, among others. The 12 students were reported as either having completed their degree programs or as continuing to receive passing grades.

CHEEK, DALLAS H. The evolving definition of college reading. *Journal of Reading*, March 1983, *26*, 556-558.

Refers to 13 reports on college instruction in reading which further inquire into the nature and procedure of remediation of reading and study skill weaknesses in underachieving undergraduates. In particular, the article focuses on means of achieving student-perceived relevancy of reading instruction. The approaches discussed are student input, content reading integration, and student tutoring.

BAXTER, MILTON B.; YOUNG, JERRY L.; & SCHUBERT, NANCY A. Reading: A vocational skill. *The Clearing House*, November 1982, *56*, 115-117.

Presents the analysis of responses to a questionnaire attempting to determine the usefulness of various skills after high school. Four different questionnaires were produced, one for each group participating in the study: students, teachers and administrators, former students, and employers. Questionnaires were completed by 2,110 individuals. Participants were asked to rate 12 skills on a seven-point scale according to their usefulness during the employment years. Skills receiving the highest rating were those involving communication and basic skills: reading and understanding what has been read, following spoken instructions, speaking and listening, and following written instructions. Reading and understanding what has been read was top rated by three of the four groups; for employers, following spoken directions received the highest mean rating with reading and understanding tied for second place.

PENTECOSTE, JOSEPH; NELMS, CHARLES; & LOWE, WILLIAM F. The effect of a job training program on reading achievement. *Reading Improvement*, Spring 1983, *20*, 58-59.

Reports on the effect of a job training program on the reading achievement of 193 disadvantaged high school seniors. Of the total population, 65 were assigned to a control group. Both groups were administered the *Wide Range Achievement Test* as a measure of reading achievement. The mean raw score and mean grade equivalent score on the WRAT were significantly greater for the experimental group.

CRANNEY, A. GARR. The literature of adult reading: Selected references. *Journal of Reading*, January 1983, *26*, 323-331.

Compiles a selected list of references in adult reading. A brief annotation accompanies each entry. Research is included along with other types of material.

CRANNEY, A. GARR. Two decades of adult reading programs: Growth, problems, and prospects. *Journal of Reading*, February 1983, *26*, 416-422.

Organizes recent information related to adult reading programs and includes research findings. Topic subheadings include Teacher training, Tests and materials, Evaluation, and The literature of adult reading.

MUNNS, KENNETH L. Why can't Johnny's parents read? *Reading Improvement*, Summer 1982, *19*, 144-148.

Seeks to determine if a minimal program consisting of nine hours of lectures and three weeks of independent study could produce a beneficial effect on vocabulary growth, comprehension, and rate of reading. The 453 subjects, whose occupations ranged from being inmates of a state correctional institution to executives in the construction industry to medical doctors, were involved in training classes held in six different cities over a two-year period. Data obtained from pre- and posttest scores on the *Nelson-Denny Reading Test* were treated by analysis of covariance. Results warranted the statement that the minimal training program had a significant positive effect on the gain in vocabulary, comprehension, and rate.

GOLD, PATRICIA COHEN, & JOHNSON, JOHN A. Prediction of achievement in reading, self-esteem, auding, and verbal language by adult illiterates in a psychoeducational tutorial program. *Journal of Clinical Psychology*, July 1982, *38*, 513-522.

Examines the effectiveness of specific psychoeducational tutoring methods on achievement in reading, self-esteem, auding, and verbal language. Assessement and instructional practices were based on an auding-language developmental model of reading, the Directed Listening-Language Approach. Subjects (N = 132) were drawn from a metropolitan area and inmate populations at two penal institutions, were racially heterogeneous, 95% male, with a mean age of 27.8 years and a mean educational level of 7.5 years. Most participants, matched with tutors, received one hour of instruction two times weekly, with a mean of 15.9 hours. The results of the study revealed that adult beginning readers provided with individual psychoeducational tutoring demonstrated significant gains in reading, self-esteem, auding, and verbal language as measured by the *Wide Range Achievement Test*, the *Coopersmith Self-Esteem Inventory*, *Reading Evaluation-Adult Diagnosis*, and the verbal opposites subtest of the *Detroit Test of Learning Aptitude*. Scores revealed subjects to be reading at a 3.5 mean grade level prior to tutoring and at a 4.6 grade level after tutoring. Auding and verbal language scores exceeded reading scores, but further research was recommended to determine whether low intellectual levels of specific language disabilities were contributing to the low levels of reading, auding, and verbal language.

RAO, R. KRISHNA. A comparative study of the relative effectiveness of four methods of teaching literacy to adults. *Indian Educational Review*, January 1982, *17*(1), 80-85.

Provides details of a comparative study of the relative effectiveness of four methods of teaching adult illiterates in rural villages in India. Four experimental groups consisting of 30 illiterate adults each, and a control group of children who had three years of conventional schooling were involved. Group 1 was exposed to literacy instruction through a *sentence* method, with reading and writing done simultaneously for four months. Group 2 was taught by the *sentence* method with reading for the first two months followed by writing for four months; Group 3 was instructed through an *alphabetic* method that featured reading and writing simultaneously for four months; Group 4 was exposed to literacy instruction utilizing the *alphabetic* method with reading for the first two months followed by writing during the next two months. Analysis of the data revealed that the alphabetic method with reading for the first two months followed by writing for another two months proved superior to the other approaches.

V-9 Teaching materials

SHANNON, PATRICK. A retrospective look at teachers' reliance on commercial reading materials. *Language Arts*, November/December 1982, *59*, 844-853.

Does a decade-by-decade analysis of the treatment of the relationship between elementary teachers and commercial reading materials as found in the pages of *Language Arts* (1975-present) and its predecessors, *Elementary English* (1947-1975) and *The Elementary English Review* (1924-1947). Across the six decades, three main themes were found in the relevant articles: analyses of the content of commercially prepared materials, arguments concerning appropriate reading methodology, and descriptions of teachers' use of materials. For the decade 1924-1934, the predominant issue was analysis of content. Various types of content analyses of commercial materials appeared to be prominent in the 1934-1944 period. Frequent themes in the third decade (1944-1954) were grouping for instruction and thoughtful use of commercial materials, while content analysis was again a predominant theme in the 1954-1964 decade. The three themes appeared again through articles in 1964-1974 with identification of appropriate methodology as the predominant one. For the 1974-1982 period, the predominant theme has been the use of commercial materials and the assumptions on which they were designed. The author notes that articles have not investigated directly why teachers are so dependent on materials.

MORROW, LESLEY MANDEL. Story structures represented in selections of primary basal readers. *Reading Improvement*, Fall 1982, *19*, 194-199.

Identifies story structures found in six series of basal readers for grades one through three. Selection of series was based on widespread use as well as for differences in philosophy of beginning reading instruction. A total of 577 stories was included for analysis. The instrument contained eight categories for analyzing plot structure: confrontation, contrast, episodic, origin story, plotless, quest or aspiration story, story collections, and travel story. Three categories accounted for 87% of the stories: confrontation, 26%; episodic, 33%; and plotless, 28%. The distribution of these categories differed significantly across reading series and tended to reflect the instructional philosophy of the series. Series with a decoding skills emphasis tended to have a larger percentage of plotless story structure than did the other series.

BECK, ISABEL L.; MCKEOWN, MARGARET G.; & MCCASLIN, ELLEN S. Vocabulary development: All contexts are not created equal. *The Elementary School Journal*, January 1983, *83*, 177-181.

Distinguishes two types of contexts in which words are placed to be used for vocabulary instruction: pedagogical and natural. Based on a review of vocabulary instruction in two basal series, the authors concluded that pupils are expected to infer word meanings from natural contexts. Four categories of natural contexts were developed: 1) misdirective, those which seem to direct a reader to an incorrect meaning of a word; 2) nondirective, those which appear to be of no assistance in directing a reader toward a meaning for a word; 3) general, those which provide enough information to place a word in a broad category; and 4) directive, those which are likely to lead a reader to a specific correct meaning for a word. The validity of the context categories was tested by identifying two stories from two different basal reader series and then categorizing the contexts surrounding the target words. Target words were deleted from the text except for common prefixes or suffixes. The stories were then given to 13 adults who were to fill in the missing words. Subjects were able to supply 11 of 13 words having directive contexts; correct identification was markedly less for the other context categories.

VALERI, MARIA, & SMITH, EDWIN H. Figurative language: How is it used in basal readings? *Reading Horizons*, Spring 1983, *23*, 170-174.

Analyzes five fourth-grade and three sixth-grade readers from three basal reading series for 13 types of figures of speech, here termed "metaphorical categories." A frequency analysis count determined the most common figure of speech and the rankings of the 13 figures of speech. The five most common types of figures of speech in the basals at both grade levels were personification, animal metaphors, sense metaphors, inanimate metaphors, and hyperbole; those least frequently occurring were incarnation, litote, metonomy, abstractionistic metaphors, and animistic metaphors. The example given for personification is classified in literature as a simile; similes were not included in the list of 13 figures of speech.

JACOBSON, MARY LYNN, & FREEMAN, EVELYN B. A comparison of language usage in basal readers and adolescent novels. *Reading World*, October 1981, *21*, 50-57.

Provides an analysis of five basal readers and ten contemporary adolescent novels appropriate for sixth-grade readability for the occurrence of varying types of language styles or registers: formal, informal, technical-special. Twenty pages of basal language (from each basal reader) and 20 pages of novel language (two from each novel) were randomly selected for analysis. Results indicated that the basal readers contained examples of all three types of registers while the novels contained relatively few examples of technical-special language. Overall, a much greater amount of informal language was found in the novels.

MEYER, LINDA A. Two outstanding programs: A closer look at Distar and Palo Alto. *Contemporary Education Review*, Fall 1982, *1*, 194-203.

Describes a project whose purpose was to count the number of prereading activities, look at the specificity of instructions for the teacher, and compare the differences existing in the Palo Alto and Distar systems. The prereading skills taught in each program were identified as were the skills assumed by each, the review and practice provided by each program, and the dimensions of instructions to the teacher. Substantial differences were noted in the amount of review and practice provided, with the Distar system offering many times that prescribed for review and practice in the Palo Alto program. Also detected were differences in specificity of instructions to the teacher. Palo Alto scripts some portions of presentations and then suggests other activities. The Distar program tells the teacher precisely what to say and do for each activity. Phonics skills seem seldom to be incorporated into the lessons skills sequence in such a way that pupils will use them when they read words. It is noted that questions remain as to how much practice is optimal, while the whole matter of scripting for teachers has not been satisfactorily argued.

GAMBRELL, LINDA B., & SOKOLSKI, CAROL. Picture potency: Use Caldecott Award books to develop children's language. *The Reading Teacher*, May 1983, *36*, 868-871.

Concludes from an analysis of illustrations in 20 Caldecott Award winning books published from 1966 through 1981 that these books can be used to stimulate language development. Three pictures were randomly selected from each book and rated using the Manzo-Legenza's 10 factor Picture Potency Formula to assess their language stimulation. Scaled scores for the 10 factors were tallied for each book, then averaged to yield a picture potency score for each book. The results showed that 10 books received a high picture potency rating; 9, a medium rating; 1, a low rating.

GUNTER, BARRIE. Does television interfere with reading development? *Bulletin of the British Psychological Society*, June 1982, *35*, 232-235.

Reviews research on the negative effects of television on reading development and examines the medium's potential as an instrument for positive attitudes towards reading and other academic work.

PETERS, CHARLES W. Prose comprehension research: Its impact on instructional practices and materials. In Dennis F. Fisher & Charles W. Peters (Eds.), *Comprehension and the Competent Reader: Inter-Specialty Perspectives*. New York: Praeger Publishers, 1981, 81-106.

Examines the impact that prose comprehension research has had upon instructional materials and practices. Five criteria based on research findings are identified: 1) Question placement within text; 2) Type of question; 3) Method of conceptual presentation; 4) Use of adjunct aids; and 5) Organizational structure of the text. These criteria are first applied in the analysis of four secondary sets of materials: a reading program aimed at postelementary students who lack adequate reading skills for coping with everyday living, a program designed to teach reading skills in content areas, a supplemental program designed to teach reading skills in content areas, a supplemental program designed for competent readers, and a history textbook. The findings led to the author's concluding that question placement and type varied from material to material. However, in most student materials, questions appeared at the end of selections. There was little or no attempt to differentiate questions calling for encoding and assimilating information from those asking for retrieval of information. Only two sets of materials made minimal use of adjunct aids. None of the materials followed any systematic method for presenting concepts. The materials examined did not reflect attempts to implement research findings based on the structure of material. The second part of the paper addresses the impact of prose comprehension research upon the development of instructional strategies a reader employs. The analysis is limited to two strategies: the structured overview and the study or content processing guide. The author concludes that the impact of research upon both practices and materials has been minimal.

NEGIN, GARY A. Logical connectives in industrial arts textbooks. *Reading Improvement*, Fall 1982, *19*, 170-172.

Studies logical connectives in an endeavor to identify and categorize those used in industrial arts education. Categorized connectives as: conjunction, disjunction, causality, purpose, concession, contrast, condition, circumstance, time, location, and manner. The five most frequently used industrial arts textbooks in the Milwaukee schools were selected for analysis of their connectives; frequency lists were obtained. A total of 35,884 connectives were found in the 29,139 sentences analyzed. Forty-four connectives accounted for 92% of the cases with the following as the five most frequently appearing ones: and, or, to, but, with.

FRITH, GREG H.; LINDSEY, JIMMY D.; & HEATH, ISABEL. Readability and human interest of eighteen introductory texts in mental retardation. *Education and Training of the Mentally Retarded*, October 1982, *17*, 252-255.

Reports on the readability and human interest levels of 18 texts designed to be used for initial courses in mental retardation. In addition, comparisons were made to similar data available on other types of survey texts. The *Flesch formula* was used to determine readability and human interest levels. Three texts were found fairly difficult, 14 were difficult, and one was very difficult. Readability scores ranged from a low of 27 (very difficult) to a high of 59 (fairly difficult). In terms of human interest, four texts were dull, seven were mildly interesting, and seven were interesting. Comparisons with introductory texts in psychology, educational psychology, reading, and exceptional education were made. Only reading texts were represented in the very interesting category and in standard and easy readability classifications.

McConnell, Campbell R. Readability formulas as applied to college economics textbooks. *Journal of Reading*, October 1982, *26*, 14-17.

Relates an effort which subjected nine of the most widely used college texts in economics principles to the Dale-Chall formula, the Modified Dale-Chall formula, the Fry formula, for comparison with the Flesch. Reported data that suggested that while the texts were readable at appropriate grade levels, there was no consistency in the absolute reading levels or in the rank ordering.

McKinney, Ernestine Williams. Readability levels of the 1975 third grade Macmillan basal readers. *Reading Improvement*, Spring 1983, *20*, 37-40.

Analyzes the third grade books of the New Macmillan Reading Program, Series r (1975) with a modified Flesch Formula to determine readability levels. A total of 102 passages drawn from four books were included in the calculations. Readability for the books ranged from 3.3 to 7.8. The easiest passage was in the highest level book; the most difficult passage was in the second book. Mean passage difficulty for each book and the books combined exceeded the publishers' designation by one grade.

Lister, Stephen. How readable are the Army's instructional pamphlets? *Programmed Learning and Educational Technology*, November 1982. *19*, 347-349.

Examines a situation involving use of training pamphlets in the Royal Armoured Corps (RAC), principally those utilized in instructional situations, and some employed for reference needs. Junior RAC soldiers (N = 96) served as subjects. Of these, 30 were being trained as combat vehicle reconnaissance (CVR) specialists and 66 for main battle tank (MBT) specialists. Most were 17 years old. The trainees were tested near the end of their training period so the CVR trainees might be regarded as training pamphlet naive and the MBT trainees as training pamphlet sophisticated. Four tests, three of reading ability and comprehension as well as one involving use of the cloze procedure and Flesch analysis were used to secure data. The results revealed that the training pamphlet is not suitable for independent use by the trainees at the beginning of the course, 84% of the CVR group failing to achieve over 55%. This figure is in marked contrast to the 5% of the MBT trainees who failed to achieve this score.

Jegede, Olugbemiro J. Readability and science curriculum development in cultures where English is a second language. *Journal of Curriculum Studies*, July-September 1982, *14*, 289-291.

Applies four readability measures (S.M.O.G., Flesch, Fry, and Thorndike) to two science texts developed for use in the first and second years of secondary school in Nigeria. The readability formulae revealed the books were suitable for British and American children of ages 12 and 13. However, only seven words were in the first 1,000 words of the Thorndike list.

DeRoche, Edward F. Newspapers in education: What we know. *Newspaper Research Journal*, April 1981, *2*(3), 59-63.

Reviews some of the research on the use of newspapers in education. Only three doctoral dissertations and about 40 other studies were found after an extensive search. the major conclusions drawn from the research presented in each of six categories suggest that: 1) newspaper training programs influence teacher attitudes toward the use of newspapers as an educational and instructional tool; 2) newspaper use influences students' attitudes toward reading and improves competencies in reading papers; 3) newspaper use in classrooms influences student interest in subject matter and improves current event and newspaper knowledge; 4) newspaper use has a transfer effect; 5) newspaper use in reading classes improves reading achievement; and 6) newspaper use improves the quality of students' verbal interaction in the classroom.

DE JONG, BEN. The newspaper—a living text book. *Australian Journal of Reading*, June 1982, *5*, 80-88.

Relates that during the 1981 school year, some 72,000 newspapers were supplied to 190 Queensland (Australia) schools for classroom use. A year-end questionnaire survey of participating project schools revealed that teachers were overwhelmingly enthusiastic about the project, and would continue to use newspapers in the classroom. All teachers thought the children benefitted educationally.

DUFFELMEYER, FREDERICK A. The SEER readability technique: How practicable is it? *Reading World*, December 1982, *22*, 156-159.

Describes efforts at evaluating the practicability of the SEER (Singer Eyeball Estimate of Readability) readability technique. The purpose of the study was to establish the criterion for becoming an acceptable judge which had been set as the ability to establish an absolute mean discrepancy of less than .5 grade levels between the formula readability and SEER estimated readability levels. Thirty-two college students were used, and they estimated the difficulty level of eight short passages. Only two of the subjects met the criterion for determining their suitability to serve as judges. It was therefore concluded that the criterion employed was overly stringent. Data were then utilized to generate a revised criterion of ≤ 1.0 grade levels. Using this criterion, approximately 50% of the subjects would have been acceptable.

DE ROCHE, EDWARD F., & SKOVER, LINDA B. Newspapers for teaching and learning reading. *Newspaper Research Journal*, Winter 1983, *4* (2), 23-30.

Reports the results of studies which had concentrated on four areas of interest to educators and newspaper personnel: readability levels of newspaper content; the American Newspaper Publishers Association's (ANPA) *Newspaper Reading Test* results; achievement results of students using newspapers in elementary and secondary classrooms; and the impact newspaper reading in school may have on students' reading habits and attitudes. Readability studies on newspapers suggests that students may need an upper-tenth or eleventh grade reading achievement level if they are to read and understand newspaper content. Research findings indicate that using newspapers in classroom programs appears to improve students' newspaper reading competencies. Additional conclusions were drawn: daily newspapers are a useful aid in helping young and adult learners master reading skills; they improve the reading interests and habits of learners; they influence classroom verbal interactions, student motivation, school attendance and behavior; they possess residual effects such as increasing students' interest in and knowledge of world affairs.

WHYTE, JEAN. Does comprehension depend on reading age? In Sister Marian Walsh (Compiler), *Proceedings of the Sixth Annual Conference of the Reading Association of Ireland*. Dublin, Ireland: Reading Association of Ireland, 1981, 164-176.

Carries out a pilot evaluation of the acceptability and usefulness of a series of eight booklets produced for adult literacy students in Northern Ireland. In addition to appearing in print form, the stories had been broadcast and were available on cassette. Twenty-one males, ages 15-27, attending remedial literacy classes in two prisons, were interrogated as to their reactions to the content, layout, and presentation of the stories. Additionally, their understanding of the materials was assessed. In general, subjects liked the physical format as well as the content. The mean Reading Age of the subjects was 8.6, while the readability level of the material was slightly more than a year higher. However, the rate of correct response to four types of comprehension questions asked was 80%. A fifth type of question, labelled constructive/affective/evaluative questions, could not be scored by a simple right-wrong procedure as the other four types. In response to this fifth type, 46% of responses were scored as indicating higher level comprehension. It was hypothesized that the higher order responses were a reflection of prior knowledge.

PIROZZO, RALPH. Bridging the gap between low reading ability and high text difficulty in the secondary school. *Australian Journal of Reading*, November 1982, *5*, 192-201.

Describes an exploratory study that involved 97 Grade 9 Australian students attending a large metropolitan high school. The subjects were placed in four classes of approximately 25 each, and were tested utilizing the *Gapadol Reading Comprehension Test* to determine reading age and a cloze test. When the cloze test was applied to a selected representative passage from a Citizenship Education textbook, it was found that a total of 71% of the subjects were unable to cope with it; upon re-writing of the passage, so that the reading difficulty level was lowered to approximately a Grade 8 reading level, the cloze test revealed that only 9% of the population scored at frustration level.

V-10 Teaching—grouping/school organization

CARRINGTON, ANDREW T. Smaller classes improve reading achievement. *Phi Delta Kappan*, January 1983, *64*, 375.

Compares, over a year's time, the effect on reading achievement scores of class size for experimental and control first-year classrooms in eight schools. Large classes contained 29 pupils; smaller classes, 21. Overall, the reading achievement of the smaller classes was higher than that of the larger classes ($p < .05$) as assessed by the reading tests of the *California Achievement Tests*, Level 11C. Also compared was the effect of class size on the performance of males, females, whites, and nonwhites. The performance of the first three of these subgroups was uniformly higher for smaller groups ($p < .05$). For nonwhites, those in small classes did not score significantly higher than did those in large classes. However, only 32 nonwhite subjects were involved in the study, and the author suggests caution in interpreting this finding.

LINCOLN, ROBERT D. The effect of single-grade and multi-grade primary school classrooms on reading achievement of children. *The New England Reading Association Journal*, Spring 1982, *17* (2), 19-24.

Describes a study involving 402 children who completed grade two in 1977, 1978, and 1979 in single-grade and multi-grade classroom patterns/treatments. Independent variables were school organization, sex, and three levels each of pupil age and mental ability. The same basic reading program and basal materials were used in both organizational plans. The *Comprehensive Test of Basic Skills* was used to assess reading achievement. No evidence was found that suggested placing primary-grade children in multi-grade classes was detrimental to their progress in reading achievement. Single-grade and multi-grade programs produced reading achievement test scores equally well, and older children (within the grade) excelled in multi-grade classrooms.

SANDBY-THOMAS, MARY. The organization of reading and pupil attainment. *Journal of Research in Reading*, Febuary 1983, *6*, 29-40.

Explores teachers' thoughts on classroom organization and reading instruction and compares achievement of first-graders taught by different approaches. Fourteen first-grade classrooms in Belfast and their teachers were involved in the study: in eight classrooms children were ability grouped for reading and in six, teachers heard children read individually. Data collected for the first part of the study included tape-recorded teacher interviews, a questionnaire, a teacher maintained diary of activities during one week, and direct classroom observation. Interviews and questionnaire data revealed that all teachers stated they used a mixed or eclectic approach to reading. Three of the six individual teachers used a language experience approach; the other teachers used basals. Aims and objectives for the two groups appeared to be similar, and each group saw advantages to the organizational scheme being used. Diaries revealed that pupils taught by group teachers spent a significantly longer time in listening to reading than did pupils of the individual teachers; in individual grouping classrooms, pupils spent significantly more time working with the language experience program. Pupils in the group classes were heared in oral reading situations more frequently than the other group. Observations revealed that in the group organized classrooms new vocabulary was systematically introduced beforehand whereas in the individual classrooms it was spontaneous; oral comprehension was emphasized by group teachers and there were fewer interruptions during group reading than during individual reading. In comparing achievement, 400 pupils were tested individually using the *English Picture Vocabulary Test* (EPVT) and the *Neale Analysis of Reading Ability*. Of these, 34 children from individual approach classes were matched with 34 from group approach classes for age, ability, EPVT test, and parental interest as assessed by teachers. In each group, 12 children were identified as bright, 12 as average, and 12 as slow. Mean reading ages were higher for pupils taught in groups than for pupils taught individually, but the difference was significant only for bright pupils. Comprehension ages were also higher for group taught pupils.

HIEBERT, ELFRIEDA H. An examination of ability grouping for reading instruction. *Reading Research Quarterly*, Winter 1983, *18*, 231-255.

Organizes and reviews the research literature on ability grouping in an attempt to determine: 1) how reading experiences differ for members of different ability groups, and 2) what effect these experiences have on reading development. The article looks into the realms of differences across reading groups by (1) discussing instructional-social processes within different ability reading groups by examining time allocations, and (2) by considering interaction patterns (questioning strategies, reinforcement of children's responses, teachers' responses to children's reading miscues, types of responses teachers allow from other students following a child's miscue, interruptions of group time, and information that teachers may convey about reading group status in general class settings). The authors argue that research is unclear as to how much of the differences in children's reading and social development over and above initial differences stems from different processes across groups. Two types of research are identified as needed: descriptive, on current reading group practices, and research on other instructional-social contexts for reading instruction.

ELLIGETT, JANE K., & TOCCO, THOMAS S. The promotion/retention policy in Pinellas County, Florida. *Phi Delta Kappan*, June 1983, *64*, 733-735.

Relates the results of a formal evaluation of a retention policy based primarily on standardized test scores. Gains made by retained students during the year after they had repeated a grade, when they had been promoted to a higher level, were analyzed as well as gains made the year following retention. Although promotion and retention decisions were made in accordance with minimum standards on reading and arithmetic achievement, each pupil's placement was determined after consideration of individual total school records, not by one criterion alone. Retentions had a positive impact on pupils' achievement not only during the year of retention but also during the subsequent year. A median decrease in deficit of six months in reading comprehension and one year in mathematics computation was noted. In reading, the median gain in percentile rank for retained pupils was 14. Improvement was greater in the earlier grades than in later grades.

HEWARD, WILLIAM L.; HERON, TIMOTHY E., & COOKE, NANCY L. Tutor huddle: key elements in a classwide peer tutoring system. *The Elementary School Journal*, November 1982, *83*, 115-123.

Implements a tutor huddle procedure, a variation of a peer tutoring system, in a first-grade classroom over a five-month period that involved 28 students, two of whom were handicapped (but participants) which sought to provide direct instruction for tutors and tutees on sight-word vocabulary. During the tutor huddle period, 14 tutors organized into three of four groups and met for five minutes to identify words they would teach their tutees. Each tutor had 10 flash cards which his tutee was unable to read. Tutors then met with tutees for five minutes practice, testing and plotting of progress in the acquisition of sight words. Words were replaced during the daily sessions as they were learnt by the tutees. Eleven weeks after the peer tutoring system had ended, the *Gates-MacGinitie Reading Test* was given to all 28 pupils involved. On comprehension the class grade-level mean was 2.4, with a range of 1.6-3.7 (the ceiling for the instrument). On the vocabulary portion, the class grade-level mean was 2.7, with a range of 1.7-3.5 (the ceiling for the test). The learning disabled child scored at the 2.0 grade level on comprehension and at the same level on vocabulary. The Down's syndrome child was not reported. Only one child in the class scored below 2.0 on vocabulary; nine children, or about one-third of the total, scored in the third-grade range on vocabulary. Because almost all of the children in the class could not recognize the sight-word vocabulary they were to learn prior to the tutoring program, tutor huddle served as a key that enabled the tutors to learn new sight words so that they could subsequently teach these effectively to classmates.

V-11 Corrective and remedial instruction

MEYER, LINDA A. The relative effects of word-analysis and word-supply correction procedures with poor readers during word-attack training. *Reading Research Quarterly*, 1982, *17*, 544-555.

Describes two procedures for correcting oral reading errors during training in word-attack strategies. Over a four-month period each of two treatment groups of five classes each completed 70 lessons; all lessons included word-attack practice, story reading practice, and individual check-outs. The only difference between treatments was that a word-analysis correction procedure was used during the word-attack segment with five class groups and a word-supply correction procedure employed with the second group of five classes. Fifty-eight middle school children served as subjects in the experiment; they had been identified as either learning disabled or educationally handicapped. Following the series of lessons, treatment effects were assessed on two norm-referenced tests, the *Gray Oral Reading Test* and the *Wide Range Achievement Test* (WRAT). Results indicated no significant differences in oral reading accuracy between students taught using the word-analysis correction procedure and the word-supply correction method. Pupils gained more than the norming samples on both the WRAT and the Gray.

Bryant, N. Dale; Fayne, Harriet R.; & Gettinger, Maribeth. Applying the mastery learning method to sight word instruction for disabled readers. *Journal of Experimental Education*, Spring 1982, *50*, 116-121.

Evaluates the effectiveness of utilizing a mastery learning model to sight word instruction for learning disabled (LD) elementary school children. Subjects were 32 experimental and 16 comparison children, all showing average intellectual functioning or standardized tests. All scored 10% or lower accuracy on a pretest of sight words to be taught. The experimental group showed the following data: CA = 121 months, WISC-R = 97, WRAT Reading = 2.2. The same data for the final comparison group were 116 months, 95, and 2.0, respectively. Lessons to provide children with the opportunities to achieve mastery were given in nine 30-minute periods of instruction in groups of two to five, three days a week for three consecutive weeks. Words were taught in five word units, and dropped temporarily when they were learned. Children were given discrimination training and transfer training. Children in the comparison group received the same amount of instruction over three weeks. The four control teachers were provided with the list of sight words and the pre- and posttest measures. They were instructed to teach the words to groups of three-to-five students using methods they typically used in teaching sight words. When the pretests and posttests were analyzed separately, there was no significant difference on pretests, but the difference on posstest scores was significant ($p < .05$). The experimental children achieved over 90% accuracy on the posttest; comparison group children averaged 72% accuracy.

McNaughton, Stuart. Low progress readers and teacher instructional behaviour during oral reading: The risk of maintaining instructional dependence. *The Exceptional Child*, November 1981, *28*, 167-176.

Presents two descriptive studies of instructional behavior during oral reading with 6- to 13-year-olds who were making poor progress in reading. In the first study, five readers were observed, three who were 11 or older and two who were 6 and 7 years old. Older readers were three to five years retarded in terms of reading age on the *Burt Word Reading Test* and the *Neale Analysis of Reading Ability*; the two younger readers fell below the earliest reading age norms. Older readers were observed in sessions conducted by a remedial reading teacher, while the reading sessions for the younger pupils were conducted by the regular classroom teacher. An average of 10 oral reading sessions was recorded over a two-month period. Teacher behavior was analyzed into four categories: 1) percentage of errors attended to; 2) percentage of delayed teacher attention; 3) percentage of errors prompted correct; and 4) approval rate, a measure of teacher praise. Percentage of words read correctly was also computed and averaged 78.6%. Teachers responded to 74.1% of errors, usually immediately, with only 34.1% receiving delayed attention. About two-fifths of errors were prompted to correction. At the end of the two months period, the two least accurate readers were not consistently more accurate than they had been, but the two most accurate readers progressed up one or more levels in the difficulty of materials read while maintaining about 90% accuracy. In the second study, eight children, ages 9 to 13, in a learning disabilities classroom were observed over six months. Six of the readers received outside tutoring which included different combinations of error correction procedures such as praise for correct responding and prompting and modelling correct words. Two pupils served as controls. Oral reading sessions lasted an average 2.6 minutes during which readers averaged 72.5 words read with 81.4% accuracy. The teacher attended to about half of the errors and provided attention in the form of a model 47.2%. As a group, readers did not become more accurate over time. Progress was associated with the provision of more models, fewer praise statements, and reduced attention to the errors of readers making greater progress.

PANY, DARLENE; MCCOY, KATHLEEN M.; & PETERS, ELLEN E. Effects of corrective feedback on comprehension skills of remedial students. *Journal of Reading Behavior*, Summer 1981, *13*, 132-143.

Undertakes a study of the effects on comprehension performance of corrective feedback during the oral reading of remedial readers. Thirty-five children, ranging in age from 8 to 13½ years, who were enrolled in a summer remedial program served as subjects. Pupils were tutored individually three times weekly for four weeks. Children were placed in either a Corrective Feedback (CF) or a No Corrections (NC) condition, and four measures were obtained: Miscue Analysis, Story Retell, Comprehension Questions, and frequency of Oral Reading Errors. When analyzed according to reading placement level (primary or intermediate), the findings showed few significant differences occurred between pupils' comprehension performance at either skill level under either condition. Comprehension performance tended to be good under both conditions.

ROSE, TERRY L.; MCENTIRE, ELIZABETH; & DOWDY, CAROL. Effects of two error-correction procedures on oral reading. *Learning Disability Quarterly*, Spring 1982, *5*, 100-105.

Investigates the effects of two error-correction procedures, word supply and phonic analysis, on the oral reading rate of five learning disabled (LD) children. Subjects ranged in age from 8-7 to 11-6 and were receiving LD resource room instruction. Scores on the *Gilmore Oral Reading Test* ranged from 1.2 to 2.0. For three of the five children, the word supply procedure was related to higher performance; for one child, the phonic analysis condition gave marginally higher performance; for the fifth child, the results were somewhat ambiguous.

GITTELMAN, RACHEL, & FEINGOLD, INGRID. Children with reading discorders—I. Efficacy of reading remediation. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, April 1983, *24*, 167-191.

Addresses the question of whether an 18-week program of motivated reading remediation will show both immediate and long term improvement in reading performance. Subjects were 56 children, ages 7 to 13, with a full-scale WISC-R IQ of 80 or more, who had been referred for poor academic performance. For inclusion, children had to display a reading lag of one year or more, depending on IQ, as identified by the *Wide Range Achievement Test* (WRAT) and the *Gray Oral Reading Test*. Children were placed in either a motivated reading remediation group or an attention control group. In both groups, extrinsic reinforcement was used, and treatment occurred in individual sessions three times a week over an 18-week period. A number of measures of basic reading, reading and other academic tests, psychological tests, and behavioral assessments were used at the end of treatment and two and eight months following termination of instruction. The remediated group achieved significantly better scores than did the attention control group on most measures of basic reading skills of the auditory tests as well as on the WRAT and Gray Oral. Positive effects favoring the remedial group were not found on all reading measures of the *Stanford Achievement Tests*. Scores on other instruments were variable. At the follow-up periods, remediated children continued to perform better than controls on tests of basic reading skills, but differences on the WRAT, Gray Oral, and Stanford had disappeared by the end of eight months.

Gittelman, Rachel; Klein, Donald F.; & Feingold, Ingrid. Children with reading disorders—II. Effects of methylphenidate in combination with reading remediation. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, April 1983, *24*, 193-212.

Reports an investigation into whether methylphenidate in combination with reading remediation facilitates the acquisition of reading skills in children with reading disorders. A total of 66 children entered the study, 33 of whom were randomly assigned to motivated reading remediation and placebo, and 33 to motivated reading remediation and methylephenidate. All 66 children received individual reading instruction for 18 weeks, in combination with methylphenidate (mean daily dose 44.2 mg/day) or a placebo. Assignment to medication was random and double blind. Children were re-evaluated at the end of treatment, and two and eight months later. Only occasional and weak methylphenidate effects were obtained on measures of reading performance. Highly significant improvement in some tests of mathematics was found. No treatment differences occurred at follow-up. The results do not support the hypothesis that the enhancement of attention with stimulant treatment facilitates the acquisition of reading skills in children with pure reading disorders.

Mardell-Czudnowski, Carol D. Turf guarding the school testing arena. *Academic Therapy*, November 1982, *18*, 203-211.

Conducts a survey to determine current assessment practices in the learning disabilities (LD) field in Illinois. A total of 579 questionnaires were returned of the 1990 mailed out. Respondents were asked the percentage of time they test for screening, diagnosing/categorizing, establishing curricular needs, and re-evaluating. More respondents listed diagnosing/categorizing for funding and/or placement as the primary purpose of their testing (over 60%) than the other three categories combined. Forty-five individuals spent 100% of their testing time establishing curricular needs. The purposes for testing depended upon the respondent's job role; i.e., psychologists did more diagnosing/categorizing than others while speech/language clinicians did more screening than other groups. Thirteen tests out of 302 were used by 25% or more of the respondents. Included in that group was the *Wide Range Achievement Test*, the *Wepman Auditory Discrimination Test*, and the *Peabody Individual Achievement Test*.

Pflaum, Susanna W., & Pascarella, Ernest T. Attribution retraining for learning disabled students: Some thoughts on the practical implications of the evidence. *Learning Disability Quarterly*, Fall 1982, *5*, 422-426.

Seeks to determine whether the attributions of learning disabled (LD) pupils can be changed from teacher-dependence for determination of errors (TDE) correctness to self-dependence (SDE). Subjects were 69 LD and poor reader children (ages and other data not given) who were assigned to one of three instructional conditions: SDE, TDE, and transition. The instructional period consisted of 24 lessons over a 12-week period. In the transition condition, the first eight lessons were like the TDE form, while the last eight were like the SDE form. Pre- and posttesting was done on the *Intellectual Achievement Responsibility Scale* (IAR) effort-only items with entering reading achievement test (unnamed) scores used as a covariate. In the SDE condition, an emphasis was placed on teachers encouraging pupils to figure out and correct for themselves their errors while reading orally. No differences in attribution change were found among groups.

Zipmond, Naomi; Vallecorsa, Ada; & Leinhardt, Gaea. Reading instruction for students with learning disabilities. In Katharine G. Butler & Geraldine P. Wallach (Eds.), *Language Disorders and Learning Disabilities*. Rockville, Maryland: Aspen Systems Corporation, 1982, 89-98.

Designs a study to provide accurate descriptive information and to examine specific causal relationships among many classroom process variables. Subjects were 105 learning disabled pupils in 11 classrooms, ranging in age from 6 to 12 years; their full-scale IQs ranged from 61 to 126. During 120 days between pretests and posttesting sessions, each classroom was visited 20 times in morning and 10 times in the afternoon to observe how children spend the school day. The 30 hours of observation on each of the 105 students revealed 27 minutes per day was spent actually reading, with about half of that time spent reading aloud and half spent reading silently.

DAVEY, BETH, & PORTER, SARAH M. Comprehension-rating: A procedure to assist poor comprehenders. *Journal of Reading*, December 1982, *26*, 197-202.

Reports on a four step-instructional procedure which aims at elevating poor readers' comprehension by changing readers' orientations to reading, focusing attention on meaning, self-generating criteria for understanding, and applying appropriate self-correcting strategies to improve comprehension. Briefly referred to are results of a previously reported study in which poor comprehenders in middle school were subjects in 6-week training sessions. Pupils were taught to expand their views of the reading process to include meaning of orientation by listening to a kind of modeling of ongoing introspection during reading, to focus attention on meaning during reading, to develop criteria for understanding, to search for the probable source of difficulty. Probable strategies were modeled. Pupils were more successful in overall posttest comprehension in matching their perceived with their demonstrated comprehension, in identifying "idea type" difficulties as well as word type difficulties, and in generating appropriate summaries after reading.

MCGEE, LEA M. Effects of the cloze procedure on good and poor readers' comprehension. *Journal of Reading Behavior*, Summer 1981, *13*, 145-156.

Studies the effects of a cloze procedure on immediate and delayed recall of 40 third graders who were designated as good readers and 38 fifth graders designated as poor readers, all from one rural school; and a second group of 40 pupils from two additional schools. In the second group, 20 were third graders reading on a 3.0-4.5 grade level (good readers) and 20 were fifth graders reading on the same level (poor readers). Reading grade levels were determined by reading subtest scores on the *Science Research Associates Achievement Test*, Primary II. Two 125-word expository passages were constructed. Eight cloze test versions of each passage were developed. Pupils read each passage and filled in deletions if the passage was in the easy cloze condition (60% of pupils had correctly filled in each word when the passage was tried out previously). Pupils then read the passage silently and recalled orally. A second passage was then done. Oral recall was again assessed one week later when one-half of the pupils read the cloze version of one passage and the other half read the cloze version of the second passage. Recalls were scored for the percentage of idea units retold. Fifth-grade poor readers retold ideas better than third-grade good readers in both immediate and delayed recall. Fifth graders also remembered more from reading an easy cloze passage than from reading a normal passage in immediate recall.

DICKERSON, DOLORES PAWLEY. A study of use of games to reinforce sight vocabulary. *The Reading Teacher*, October 1982, *36*, 46-49.

Seeks to ascertain what types of games would be most effective in helping remedial first graders increase their sight vocabularies. Subjects were 274 black children, 128 girls and 146 boys, in 30 first-grade classrooms in eight schools in a large, urban school system. Teachers and pupils were randomly assigned to one of three activities or treatments, designated active, passive, and traditional. Subjects had limited sight vocabularies based on the results of the *Sight Vocabulary Recognition Test* given as a pretest. Forty-eight new words were introduced over the six-week time span with reinforcement through games of an active nature; in the passive group, procedures followed those of the active group exactly with the exception of the games used; in the traditional activities group, subjects used 26 worksheets over the six week period to reinforce the words following the introductory session. Posttest data were also collected with the *Sight Vocabulary Recognition Test*, and one week later the same test was repeated to see whether the children still recognized the words after a week without practice. Although there were significant differences in the means of the three randomly selected groups of classes on the sight vocabulary pretest, (p <.05, no difference by sex), the posttest showed there were significant differences between treatments (p <.05). The significant difference persisted one week later after an interval without practice on vocabulary (p<.05). It was concluded that the games were useful for both boys and girls.

FAYNE, HARRIET R., & GETTINGER, MARIBETH. Narrowing the gap between research and practice in sight word reading instruction. *Psychology in the Schools*, April 1981, *18*, 240-245.

Describes a research venture that involved 37 learning disabled (LD) resource room teachers who worked with as many as 20 LD children ranging in age from 7 to 12 years. Teachers participated in two 3-hour training workshops that focused on the specific methods of sight word teaching incorporated in lesson packets. These had been developed and designed to teach 10 sight words in three lessons over a one-week period. Teachers were divided into three groups; each taught the same words, but their instruction varied with respect to the number of words introduced at one time on the first day of instruction (one 10-word unit vs. two 5-word units), and the use of reduced response competition (RRC—temporarily dropping words from list practice as they are learned) during practice rounds. A total of 128 children completed the four days of instruction and testing, being taught in groups of three to five. They ranged in age from 6-3 to 10-7 years. Results showed that overall posttest performance did not differ among the groups; however, children taught using RRC required fewer trials to reach criterion on the 10 words. Questionnaire results seemed to indicate that teachers benefitted from the program.

ALVERMANN, DONNA E. The mnemonic value of the picto-organizer for word identification among disabled readers. *Reading Horizons*, Winter 1983, *29*, 125-129.

Compares the effects of a picto-organizer with a flashcard presentation as a means of facilitating word identification for 34 disabled readers. The picto-organizer provided pictorial clues to word meanings as they were used in the context of a story. The 23 boys and 11 girls who were participants were enrolled in a university tutoring program ranged in age from 8-4 to 13-10. The mean grade-equivalent score for instructional reading level as measured by the Silvaroli *Classroom Reading Inventory* was 2.54. Mean IQ was 104. Participants were matched on instructional reading level age to form 17 matched pairs. Members of each pair were randomly assigned, one to the picto-organizer condition and one to the context-free flash-card condition. Mean values for the two conditions indicated that pupils who were required to use context did not recognize significantly more words than did their context-free counterparts. However, subjects in the two groups did differ significantly in their ability to attach meaning to the words that they were able to pronounce.

BRIDGE, CONNIE A.; WINOGRAD, PETER N.; & HALEY, DARLIENE. Using predictable materials vs. preprimers to teach beginning sight words. *The Reading Teacher*, May 1983, *36*, 884-891.

Utilizes 16 slow learners in grade one and notes the effects of two types of materials on sight word recognition, strategies for identifying unfamiliar words, and attitude towards various reading tasks. Control group children (N = 8) read a preprimer containing seven short selections; experimentals (N = 8) read six children's books containing repetitive words plus group dictated stories. A pre- and posttest of 77 words, 45 of which were target words, were used to determine growth. In addition, children were given *Burke's Reading Inventory* as a pre- and posttest measure and responded to the *Protocol for Interest in Reading*. Groups met for 25 minutes daily over a four-week period. The experimental group learned significantly more target and nontarget words than did children using the primer (p <.025). Experimental children also reported using context clues, while controls reported relying solely on graphophonic information. In addition, experimentals were more positive in their response to a query on how they felt while reading aloud.

ENFIELD, MARY LEE, & GREENE, VICTORIA E. There *is* a skeleton in every closet. *Bulletin of the Orton Society*, 1981, *31*, 189-198.

Describes Project Read in one city. Investigated was the question: will target children, those who failed or were predicted to fail to learn to read by an analytic approach, achieve significant academic progress if taught by an alternative system? The alternative instructional system (primarily synthetic) approached reading instruction by way of multi-sensory techniques and materials, whereas the expected classroom approach (primarily analytic), emphasized whole word meanings. The study sample consisted of 665 randomly selected first, second, and third graders who scored at or below the 25th percentile on standardized reading and spelling tests, with IQ's at or above 90 as measured by intelligence tests (not identified). Tests employed were: the *Jastak Wide Range Achievement Test*: Vocabulary and Spelling Sections; *Gates-MacGinitie Reading Tests*: Vocabulary and Comprehension Sections; and the *Iowa Test of Basic Skills*: Vocabulary, Comprehension and Spelling Sections. A program consisting of three strand, a decoding phase was used, based on the Orton-Gillingham-Stillman phonology system; a second emphasis, comprehension, started with word meaning and vocabulary development and progressed to forms of composition; the third strand, written expression, involved encoding, sentence structure, mechanics of writing, and then on to various forms of written composition. The research report focused on the initial three years of program implementation, and stated that the sample displayed a significant gain (p <.001) on a majority of the instruments; a significant reduction in numbers requiring tutorial services, and the achievement of yearly gains over similar groups involved in previous tutoring programs.

MAVROGENES, NANCY A., & PADAK, NANCY D. The reading road to writing. *Journal of Educational Research*, July/August, 1982, *75*, 354-359.

Renders a report of an extended experiment testing the effects of a program in language development, including both a reading treatment and syntactic manipulation, on students' levels of syntactic maturity and reading achievement levels. The population drawn from an industrial community was a group of ninth grade disabled readers; for purposes of the study four classes were divided into three experimental groups of 13, 13, and 15, with 14 in a control group. The first experimental group received the total treatment, reading while listening and daily exercises in syntactic manipulation, for 55 minutes daily for 24 weeks. The second experimental group received only reading while listening, and the third group only the syntactic training, each for 25-30 minutes per day. The remainder of the instruction for these two "half-experimental" groups and the total instruction for the controls followed a traditional secondary remedial reading format: developing vocabulary and comprehension using material written primarily at a Grade 4-6 level. Reading achievement was assessed by the *Gates-MacGinitie Reading Test* and the

Basic Reading Inventory. In addition, five measures of the ability to manipulate and understand syntax were collected. Analysis of covariance was used to analyze results. None of the groups differed on any reading measure. Among the syntax measures, however, significant differences in favor of some or all experimental groups were found.

GOTTESMAN, RUTH L.; CROEN, LILA G.; CERULLO, FRANCES M.; & NATHAN, RUTH G. Diagnostic intervention for inner-city primary graders with learning difficulties. *The Elementary School Journal*, January 1983, *83*, 239-249.

Describes a model program which identified, evaluated, and helped second grade children who were having school learning problems particularly in reading. Instruction was prescriptive in that the child was first taught in the modality of strength. Three successive cohorts of children from three schools were identified and followed. The target population consisted of 243 children; however, the rate of attrition and lack of parent permission reduced the number to 102 at the end of the study. Trial lessons were built on the basis of initial diagnosis and resulted in a broader program of classroom instruction; each week each child received 30 minutes of small group instruction with no more than two other children. Assessment devices included the *Roswell-Chall Diagnostic Reading Test of Word Analysis Skills*, the *Wide Range Achievement Test*, the *Stanford Achievement Test*, and the *California Achievement Test* (used with cohort 2 in the second year of the project). For each year of the program the original two and subsequent cohorts of selected second grade children were reported as experiencing success, and district administered reading post-test mean scores for those who took both tests each year were reported to be significantly higher than predicted by the pretest.

HENDRY, JOAN, & KERR, ROBERT. Communication through physical activity for learning disabled children. *Perceptual and Motor Skills*, February 1983, *56*, 155-158.

Assesses the effectiveness of an integrated program of motor and cognitive skills for improving the cognitive abilities of kindergarten children designated as learning disabled (LD). One classroom of 31 children from an Ottawa School were ranked on the basis of the teacher's assessment of kindergarten readiness, language development, perceptual-motor skills, and social skills. LD pupils were the 16 who ranked in the lower half of the class. Four motor and three cognitive tests were given as pre- and post-measures. The motor tests included body image, motor memory, gross and fine motor skills; the three cognitive tests included recognition, grouping, and imagery. Recognition involved verbal identification of alphabet letters, short words, geometric shapes, and incomplete pictures. In the experimental program, motor and cognitive skills were integrated for three weekly sessions of one-half hour each over a six-month period. In addition to the pre- and posttests, children were read a story, participated in movements related to it, and then filled in a 16-item cloze test on the story. Multivariate analysis of variance procedures was used to analyze the data. Improvements in motor skills were noted. Gains on the cognitive tasks were not so strong. However, the treated group had a mean score of 13.0 on the cloze task while the control group's mean score was 8.3 ($p < .01$).

HOWE, BILL. A language skills program for secondary LD students. *Journal of Learning Disabilities*, November 1982, *15*, 541-544.

Explains the developing of a program that sought to increase the receptive and expressive language skills of secondary learning disabled (LD) students. Features were word sorting skills; sight-word vocabulary exercises; a key-word reading experience; rate exercises; reading comprehension exercises; listening, and writing. Thirty-one students (23 males and 8 females), all LD except for 7, had a baseline mean reading level of 3.2 as measured by the *Woodcock Reading Mastery Skills*. After one year the group was registering a mean of 5.1. For the 19 LD students enrolled in the program for two years, the mean rose to 6.3. The entire program was deemed to be applicable to two delivery systems, resource room and self-contained with integration.

Schumaker, Jean B.; Deshler, Donald D.; Alley, Gordon R.; Warner, Michael M.; & Denton, Pegi H. *Multipass*: A learning strategy for improving reading comprehension. *Learning Disability Quarterly*, Summer 1982, *5*, 295-304.

Describes *Multipass*, a learning strategy designed to teach learning disabled (LD) students an adaptation of the SQ3R approach. Eight secondary students, 5 males and 3 females, participated. The age range was from 14 to 18, and students were drawn from grades 7 through 12. All five teachers involved were certified LD people, who met students from one to two hours daily or weekly as scheduling permitted. A multiple-baseline design across three sub-strategies (Survey, Size-Up, and Sort-Out) which required that the individual make a "pass" through the chapter of material for a particular purpose, was replicated eight times. Results disclosed that the students learned the *Multipass* strategy following the institution of training and were able to use the strategy in grade-level textbooks without additional training. Furthermore, students' grades on tests covering the textbook material improved after they learned the strategy.

Langer, Philip; Carline, Donald E.; & Slansky, Jill. The impact of I/T/A on low-level readers in the junior high school. *Reading Psychology*, October-December 1982, *3*, 303-309.

Assigns junior high remedial readers to either a treatment or control group in studying the effect of ita at this level. Treatment group subjects were 8 seventh graders, 2 eighth graders, and 2 ninth graders; controls were 6 seventh graders, 1 eighth grader, and 2 ninth graders. Experimentals received instruction in ita while controls used traditional orthography (TO). Instruction occurred from September to June and pre- and post-measures were collected on the *Iowa Silent Reading Test* and the *How I Feel About Reading* Attitude Scale. Gains on the Iowa were greater for controls than for experimentals. No differences in attitude measures were found.

Test, David W., & Heward, William L. Teaching road signs and traffic laws to learning disabled students. *Learning Disability Quarterly*, Winter 1983, *6*, 80-83.

Evaluates the effectiveness of a driver education unit designed to teach eight learning disabled (LD) youths the skills necessary to pass the written test and traffic laws required to obtain a temporary permit. All instruction was conducted in a classroom specially designed to provide students with opportunities for individual response. All eight participants were males, ages 16 to 17, in a residential facility for juvenile offenders. Reading level on the *California Achievement Test*, ranged from 2.0 to 6.5 and on the *Woodcock Reading Mastery Test* from 1.4 to 4.2. Learning was measured by student performance on a series of written, multiple-choice simulation test situations encountered before, during, and after instruction. Following teacher presentation of a small group of road signs or traffic law segments, students were required to respond to questions concerning the information. Each student made and received feedback, almost immediately, and was aware of his own as well as his companion's progress in good interaction situations. Following instruction, all students scored above the 75% criterion level on the written driving test.

SHUCK, ANNETTE; ULSH, FLORENCE; & PLATT, JOHN S. Parents encourage pupils (PEP): An innercity parent involvement reading project. *The Reading Teacher*, February 1983, *36*, 524-528.

Describes a 180 school days experimental project that involved 150 low socioeconomic status pupils from third through fifth grade, all of whom were at least two years below grade level in reading. Seventy-five pupils in an experimental group participated in the parent tutoring program while a control group of 75 received no treatment. Parents of those in the experimental situation were asked to help their children read a book, do homework assigned by the reading lab, or play games supplied from the lab. In addition, parents participated in parent-teacher conferences, recorded evidence of pupil effort, books read by their children, teacher's comments, homework completed, and their own personal reactions and comments, as parents. Pupils had submitted to pre-tests on the reading comprehension subtest of the *Stanford Achievement Test* (SAT) and the *Slosson Intelligence Test*. Posttesting on the SAT revealed that children in the parent tutoring program had significantly higher reading achievement scores than did controls. The reinforcement procedure followed in the experimental situation was found to be equally effective with boys and girls, regardless of grade level.

IVERSON, BARBARA K.; BROWNLEE, GERALDINE D.; & WALBERG, HERBERT J. Parent-teacher contacts and student learning. *Journal of Educational Research*, July/August 1981, *74*, 394-396.

Examines effects of teacher-parent contacts on the reading achievement of 398 pupils in Grades 1 through 8, often from economically disadvantaged homes, who were reading one to two years below grade level. The program was in a desegregated school district and most of the subjects were black. The results, as measured by the *California Achievement Test*, indicated that the number of contacts was found to have a differential effect on achievement gains. Pupils with 10 or more contacts constituted 15% of the group but received 44% of the total contacts given all children. A multiple correlation coefficient of .22 was found between all significant variables and reading test scores. Increased parental contacts with the school had different effects for children of different ages. With increasing numbers of contacts, younger pupils made significant gains in reading; however, in older children, a few initial contacts produced increased gains, but increasing the numbers of contacts, reduced the gains.

ENGLERT, CAROL SUE, & LICHTER, AUDREY. Using statement-pie to teach reading and writing skills. *Teaching Exceptional Children*, March 1982, *14*, 164-170.

Describes a program which endeavored to improve organizational and comprehension skills of two sixth grade learning disabled pupils over an eight-month period, utilizing a statement-pie technique in their regularly scheduled period in a special education resource classroom. The two subjects were trained to seek out two major categories of concepts: first, the object was to locate the statement or main idea or topic of a passage which subsumed other related concepts; second, the reader sought the pie or written proofs, information, and examples, which were devoted to the support of the statement. Of the eight months of the project, three were concerned with the development of skills in differentiating and outlining text in statement-pie format; the remaining five months were concerned with the improvement of skills in outlining and writing compositions based on information presented in lectures. No other instruction in word recognition or reading skills was provided. Reading comprehension skills on the *Peabody Individual Achievement Tests* were substantial. One pupil who had failed to make progress during the previous academic year increased comprehension scores from 3.4 to

6.0. The second subject showed gains from 2.9 to 5.8 in reading comprehension grade level. Gains in word recognition were minimal.

CORNELIUS, PAULA LEE, & SAMUEL, MELVYN I. Effects of summer instruction on reading achievement regression of learning disabled students. *Journal of Learning Disabilities*, August/September 1982, *15*, 409-413.

Investigates the regression/recoupment syndrome among learning disabled (LD) children all of whom were at least two years below grade level in reading, when they experienced extended breaks in their educational programs, and sought to determine if a five-week summer reading program during either the first or last half of summer could minimize regression. Subjects were drawn from grades three through eight, and had been identified as learning disabled and placed in LD classes in 10 public schools in Southern California. The sample consisted of three groups: 15 pupils who attended the first five-week reading program; 15 who were in the second five-week session, and 30 who did not receive any instruction at all in the summer months. All involved in both summer reading interventions received 24 hours of instruction which was individualized and conducted within the framework of small groups (five each). All subjects were given the *Slosson Oral Reading Test* (SORT). Ten planned comparisons of pretest and posttest scores on the SORT supported the position that LD students regress in their reading skills when they experience breaks in their reading programs over the summer months. The summer reading programs prevented this regression for 80% of the pupils attending.

BOND, JEAN. Pupil tutoring: The educational conjuring trick. *Educational Review*, November 1982, *34*, 241-252.

Describes a pilot tutorial project of the Coventry Truancy Centre in England which sought to set up an alternative education program which would encourage six persistent truants to take an interest in education and persuade them to see some value in attending school. Several aims were outlined for the scheme: 1) to give pupil tutors practice in basic literacy and numeracy skills; 2) to improve literacy and numeracy skills of tutees; 3) to improve self-concept of pupil tutors; 4) to improve pupil tutors' attitudes to school and teachers; and 5) to break the cycle of educational failure. The six adolescents ranging in age to 15 plus years, were placed in a Primary School to tutor 12 children who had been identified as slow learners by their teacher. Each pupil tutor was responsible for tutoring two of the younger children. Improvements were noted in pupil tutors' attitudes to school and teachers, self-concept, basic skills of reading and writing, and their understanding of child-rearing practices. The teacher of the pupil tutees noted improvements in their language and reading skills as a result of the program's sessions.

BAKER, COLIN, & GRIFFITH, CATHERINE LLOYD. Provision of materials and tests for Welsh-speaking pupils with learning difficulties: A national survey. *Educational Research*, February 1983, *25*, 60-70.

Provides details of a national survey of teachers' needs with respect to children with learning difficulties being taught in Welsh. Using a cluster survey of one in three primary schools and all appropriate secondary schools in Wales, 80% of the schools responded to a postal questionnaire which was comprised of three sections: *Section A* asked questions about the kind of materials and resources required by teachers; *Section B* comprised questions about the different kinds of diagnostic instruments and tests required; *Section C* concerned background information. Both secondary and primary teachers gave first priority to the development of a reading scheme, with graded reading books the most desired hardware. Analysis of themes desired in language materials revealed a preference for the values of reality and stability rather than escapism and change. A Welsh comprehension test was given highest priority amongst choice of tests.

VAN DER LEIJ, ARYAN. Remediation of reading-disabled children by presenting text simultaneously to eye and ear. *Bulletin of the Orton Society*, 1981, *31*, 229-243.

Discusses a research project designed for severely disabled readers. The research consisted of three experiments in which text was presented simultaneously to eye and ear via tape. In Experiment 1, subjects were 9 children all with a reading disability who were divided into three subgroups based on their words per second (WPS) recognition score. Within each subgroup, children were subjected randomly to three different treatments: 1) look at and listen to a taped story (L and L), 2) read the same story aloud with the aid of a teacher, and 3) read another story aloud with aid of teacher. Instruction occurred twice weekly for 10-15 minutes per day for 11 sessions. WPS and percentage of words recognized were calculated. In all conditions, there was continuous progress. In the second experiment, 20 disabled readers were pretested on a list of 44 words and paired according to their recognition scores into an experimental and control group. Experimentals followed the L and L procedure four times during four training sessions of about 10 minutes each. The word list was then given again as a posttest. The only significant progress was made by the lower group of five experimental children as opposed to controls. For Experiment 3, the seven most disabled readers from a group of 26 were selected and given the L and L treatment for eight weeks. Posttest data were available for five of the children and compared with scores of five control children. Both groups showed some gain on all scores. The author concluded that the L and L approach appeared to have a positive effect on the reading ability of reading disabled children.

NISHIO, MARY REES. Kanji reading by a prekindergarten language-disabled child: A pilot study. *Brain and Language*, July 1981, *13*, 259-289.

Describes the rationale, methods and materials used to teach a severely language-disabled, three-and-a-half-year-old boy 250 words in Japanese/Chinese kanji, a logographic writing system. Training materials consisted of from three to five pictures of the same object, as well as the word in kanji. During the initial kanji sessions, the child was required to choose from two kanji words the one that matched the picture. Small treats rewarded correct matches. The word was pronounced for the child after each match and after all the pictures had been matched. During the following 35 two-hour training sessions, variations of procedure provided opportunity for choosing the matching kanji from among distractors, matching picture with kanji, matching a pronounced word with the appropriate picture as well as the appropriate kanji, and matching sentences with pictures and kanji. Percentages of correct responses for the matching tasks ranged from 74% to 93% and indicated that kanji words were learned. The overall sentence performance average was 74%. Results suggest that a whole word (kanji) method may aid early reading acquisition and may prove useful for language-handicapped individuals unable to process words phonetically, especially if the words to be learned are meaningful to the child.

MCLAUGHLIN, T.F.; WILLIAMS, RANDY LEE; CADY, MONEDA; & BEMENT, GEORGE. Reading achievement in the Northern Cheyenne Behavior Analysis Model of Follow Through. *Reading Improvement*, Summer 1982, *19*, 111-116.

Examines the reading achievement scores of elementary school children enrolled in the Northern Cheyenne Behavior Analysis Model of Follow Through at the end of the school year, 1979-80. Reading data were collected from scores on the *Wide Range Achievement Test*. Grade equivalents were calculated for each grade level, each school, and across all elementary school children (284) enrolled in the project. The overall findings replicated those reported for the previous school year. Grade level or above in reading occurred at all grade levels. Overall mean grade equivalents were at or above grade level in all grades (K-3).

Shannon, Patrick, & Fernie, David. Grounds for divorce: A critique of Au and Mason's research. *Reading Research Quarterly*, 1982, *17*, 596-599.

Critiques an earlier study in terms of its theoretical misalignment and methodological shortcomings. Noted is that the model employed as guidelines for direct instruction is inappropriate and contradictory to the findings of ethnographic research with disadvantaged pupils. A major methodological shortcoming is the mismatch in task-relevant experience between the two teachers observed in the study. Other problems are considered.

Pany, Darlene; Jenkins, Joseph R.; & Schreck, Janice. Vocabulary instruction: Effects on word knowledge and reading comprehension. *Learning Disability Quarterly*, Summer 1982, *5*, 202-215.

Relates how three experiments were run to assess the effects of vocabulary instruction on word knowledge and reading comprehension. Treatments varied in the amount of direct instruction, ranging from meaning derivation from context to drill on synonyms. In Experiment 1, average fourth-graders, eight females and four males, who came from two classrooms, were selected according to their performance on a vocabulary screening test. In Experiment 2, the subjects were fourth- and fifth-graders (females) and two sixth-graders, (males). All were classified as learning disabled (LD) and were receiving reading instruction from a special education resource teacher. Pupils participating in Experiment 3 were ten fourth-graders, six male and four female, who were attending a summer school program for children of economically deprived families and who were served in LD programs during the school year. Results of Experiment 1 and 2 indicated that the treatments were differentially effective in teaching synonyms for unfamiliar words. More meanings were acquired as a result of increased direct instruction. Average students learned some word synonyms under all conditions except a non-instructional control condition. However, LD pupils acquired fewer meanings across all conditions and seemed to require more direct instruction in order to produce learning. Procedures which were differentially effective in teaching synonyms also produced differential transfer to sentence comprehension. In the third experiment it was found that vocabulary training transferred to comprehension of single sentences; however, on two of three measures of passage comprehension no effects were observed that were attributable to vocabulary instruction.

Ostertag, Bruce A.; Baker, Ronald E.; Howard, Robert F.; & Best, Laurel. Learning disabled programs in California community colleges. *Journal of Learning Disabilities*, November 1982, *15*, 535-538.

Reports a questionnaire survey of 106 California Community Colleges (100% response) which revealed that over 75% operated formal programs for the learning disabled (LD), while an additional 12% provided informal services for their LD student population. Though diversity existed among the college LD programs surveyed, a consistency of process and practice was evident. Most colleges provided similar means for the identification and diagnosis of potential LD students and in the support services delivered. More specifically, LD programming similarities were demonstrated in intake interviewing, referral procedure and agencies, assessment tools, personnel, counseling, and availability of a learning center. Additional information revealed that three formal assessment tools were used by more than 70% of respondents who used testing instruments in a formal program. These were the *Wide Range Achievement Test*, the *Peabody Individual Achievement Test*, and the *Peabody Picture Vocabulary Test*—Revised. The *Woodcock Reading Mastery Test*, was used by 50% or more respondents.

RAIM, JOAN. Influence of the teacher-pupil interaction on disabled readers. *The Reading Teacher*, April 1983, *36*, 810-813.

Describes a study aimed at documenting the major influence of a teacher-pupil interaction on children's reading in a remedial situation. A population of 50 children in regular fourth-grade classrooms (in two schools) who read at least one year below grade placement served as subjects. Within each school the children were randomly assigned to either a control group or to one of four treatment groups or a control group. Varying patterns of tutoring were supplied including peer tutoring, graduate student tutors, contracts, and parent tutoring. Pre- and posttest scores on the *Gray Oral Reading Test* and the *California Achievement Test* were collected. Additionally, a pre- and post-attitude measure was collected and several other instruments were administered as part of a diagnostic-prescriptive approach to reading. With minor fluctuations, all children in control and experimental groups showed an eight-month gain over the eight-month school and tutoring span of time. None of the test results showed a statistically significant gain for the groups receiving remedial reading. Growth in reading was not necessarily accompanied by positive changes in attitudes toward reading. Only the children who worked with traditional tutors or with sixth-grade peers indicated more favorable attitudes.

V-12 Teaching—bilingual

MORRISON, JAMES A., & MICHAEL, WILLIAM B. The development and validation of an auditory perception test in Spanish for Hispanic children receiving reading instruction in Spanish. *Educational and Psychological Measurement*, Summer 1982, *42*, 657-669.

Describes the development and validation of a 32-item auditory perception measure, *La Prueba de Analisis Auditivo* (PAA), a Spanish adaptation of the *Auditory Analysis Test*. All 158 pupils used in the validation procedures were either Spanish dominant or bilingual based on scores received on the *Bilingual Syntax Measure*. Four groups were developed from the sample based on scores on a criterion referenced Spanish reading test, SOBER. Additionally, pupils were given the *Goodenough-Harris Drawing Test*. Based on SOBER scores, pupils were classified as falling in the kindergarten, first grade, second grade, and third grade reading levels. For the 46, 46, and 32 subjects classified at SOBER reading levels 1, 2, and 3, respectively, Kuder-Ricardson reliability coefficients on the PAA were .92, .93, and .72. Concurrent validity coefficients of the PAA with the SOBER for these same pupils were .59, .53, and .34, respectively. With IQ held constant, the figures were similar. In general, the higher the grade placement on the SOBER, the higher the performance on the PAA.

SARACHO, OLIVIA N. The effects of a computer-assisted instruction program on basic skills achievement and attitudes toward instruction of Spanish-speaking migrant children. *American Educational Research Journal*, Summer 1982, *19*, 201-219.

Investigates effects of a computer-assisted instruction (CAI) program on basic skills achievement and attitudes toward such instruction of Spanish-speaking migrant children. The study used two comparable groups of third, fourth, fifth, and sixth grade Spanish-speaking pupils. One group used CAI to supplement instruction while the second served as a control as academic achievement gains and attitudes were compared. The 256 participants were pre- and posttested on the *Comprehensive Tests of Basic Skills* and received the *Students' Attitude Instrument* at the end of the year. Pupils who used CAI had greater achievement gains than did those who participated in the regular classroom program. However, non-CAI program children showed more favorable attitudes toward the computer than did children in the CAI program.

Díaz, Joseph O. Prewitt. The effects of a dual language reading program on the reading ability of Puerto Rican students. *Reading Psychology*, July-September 1982, *3*, 233-238.

Relates that over a 34-week period, 70 ninth grade students, 32 from a mainstream program (BIPR) and 38 new arrivals from Puerto Rico (NAPR), were studied while all participated in a core program consisting of English, Spanish, mathematics, science, and regional studies. All involved were pretested and posttested in English and Spanish utilizing the *Inter-American Test of Reading*, Spanish Edition. The NAPR group received an additional session in English which emphasized developmental reading, a course combining language arts and reading in Spanish, and work on sound symbol relationships. The BIPRs were sent to the library for a period a day for enrichment reading; they were unsupervised and did not receive additional assistance. Those students who received the treatment produced significantly greater mean gains than did the comparison group in vocabulary in English ($p < .01$) and reading comprehension ($p < .001$). The NAPR group performed significantly better in vocabulary in Spanish ($p < .05$), and reading in Spanish ($p < .02$).

Hill, J.K. Effective reading in a foreign language: An experimental reading course in English for overseas students. *English Language Teaching Journal*, April 1981, *35*, 270-281.

Describes an experimental program in reading English for Belgian university students (who had studied English for five or six years) in the context of vacation courses over three years. Several hours each day was spent in formal and informal contacts with English speakers and each group was taught in seven or eight one-hour sessions spread over the three-week period designated each summer. Eight students were recruited as controls over Year 1 and 2, but none were available for the last year. Instruction centered on a course book and supplemental materials developed for specific purposes. Second and third year sessions used the same approach but with some updating of materials. Teaching focused on instruction, practice, and discussion with attacks made on tendencies to word read and sub-vocalize by participants. Of 67 students involved the bulk fell in the categories of very slow or slow rate, but five were average, four above average, and three medium fast. In each year the final average speed of the main group showed a significant improvement over the initial average, with an average increase of 57% for the three years. The final speed of individuals ranged from 173 wpm to 620 wpm with over two-thirds in the range of 200-350 wpm. The control groups also improved their scores, but to a lesser extent, with an average increase of 15% for two years.

Holiday, Don. Shared book experience: teaching reading using favorite books. *Theory Into Practice*, Autumn 1982, *21*, 293-300.

Recalls that approximately 15 years ago a group of researchers and academics in Auckland, New Zealand began to face a new challenge presented by a rapidly growing migrant movement of Polynesian people from the Pacific islands and Maori people from rural districts into inner city schools. The teaching procedures that gained favor and began to develop and be clarified in the situation faced, came to be known as "shared book experience." These procedures were integrated with already well-developed techniques in language experience approaches forming a complementary body of insights and techniques rather than a new methodology. Stated that there was a concern for transforming the educational context of the school in such a way as to achieve two goals: 1) to make available the most efficient learning environment possible in which to achieve literacy readiness for five years olds who did not come from literacy oriented backgrounds, and without segragating them from those who did; 2) to make entry into literacy a more natural and successful process in which children of widely different backgrounds could make optimum progress without developing a sense of failure in the first years of schooling. Described efforts at using a spoken language model for application to literacy learning that sought to provide favorable conditions for learning literacy tasks in developmental ways such as using children's books, and the strategies they induced, at the center of the literacy program.

V-13 Tests and testing

V-13a Factors in test performance

TAYLOR, CIE, & WHITE, KARL R. The effect of reinforcement and training on group standardized test behavior. *Journal of Educational Measurement*, Fall 1982, *19*, 199-209.

Investigates the effect on group standardized achievement test scores of teachers trained in standardized test administration procedures, students trained in test taking, and student reinforced for performing better than predicted from pretest scores. The effect of treatment conditions was examined on four dependent measures: 1) group standardized reading achievement test scores; 2) teacher on-task behavior during testing; 3) student on-task behavior during testing; and 4) invalid test booklet marks. The participants (N = 597) were from 24 second-grade classrooms in twelve Title I schools. Each of the 24 classrooms was randomly assigned to one of three treatments: Student Training, Teacher Training, and Student Reinforcement. The *Stanford Achievement Test*, (SAT), Primary Level II, was administered in the spring to second grade pupils and compared with individually established base scores predicted from the student's previous performance on another form of the same test. Reinforcement pupils were paid money for obtaining reading test scores higher than the predicted base score on the SAT. Observation schedules were used to determine both pupil and teacher on-task behaviors during the test. Pupils who were reinforced for higher performance obtained significantly higher test scores than did pupils who were not reinforced. Trained teachers exhibited significantly more on-task behavior than did untrained teachers, but no behavior differences were noted between pupil groups. Trained pupils made fewer erasures on tests than did untrained pupils. Children in classrooms with trained teachers left fewer blank test items than did pupils with untrained teachers.

SMITH, LAWRENCE L.; JOHNS, JERRY L.; GANSCHOW, LEONORE; & MASZTAL, NANCY BROWNING. Using grade level vs. out-of-level reading tests with remedial students. *The Reading Teacher*, February 1983, *36*, 550-553.

Describes an experiment in which information was sought on the values of utilizing out-of-level tests with poor readers. The subjects were 44 fourth-grade and 48 fifth-grade students enrolled in federally funded compensatory reading programs. Each subject took the *Gates-MacGinitie Reading Test*, Levels C and D. It was disclosed upon examination of the differences in three derived scores (normal curve equivalent, grade equivalent, and scaled scores) for the fourth graders that all three types of derived scores were higher for the on-level test than for the out-of-level test. However, for the fifth-graders, the difference appeared only for the vocabulary subtest and there only for the normal curve equivalent and scaled scores (not for the grade equivalent score). That the subjects scored close to chance on the on-level test of the Gates-MacGinitie suggests that below-level fourth-graders should take the out-of-level test if a more reliable measure of their achievement is desired.

CUMMINGS, OLIVER W. Impact of response changes on objective test characteristics and outcomes for junior high school students. *Measurement and Evaluation in Guidance*, April 1981, *14*, 32-37.

Addresses three major questions in a study involving 39 seventh- and 35 eighth-grade pupils in a rural school district: 1) how response changes affect overall test performance, reliability, and standard errors of measurement; 2) how response changes affect item difficulties and discrimination for the overall test; 3) how results for the junior high school participants in the study compare with previously reported research. Level C of the *Nelson-Denny Reading Skills Test* was used with the Reading Comprehension subtest being analyzed. In addition to item analyses, four commonly used indices of response changes were computed for each grade. It was concluded that the hypothesis that a variety of test characteristics and outcomes remain stable regardless of response changes was supported. Even though the seventh graders differed significantly from national norms in average achievement, all other test characteristics remained the same. The indication was that changing answers neither increases the reliability nor decreases the standard error of measurement of the test. Changing response results in generally increased scores for younger students. Aside from the impact on difficulty level of the overall test, changing responses does not seem to either enhance or detract from the test characteristics traditionally used to evaluate how well a test is functioning.

GERRELL, HOLLY R., & MASON, GEORGE E. Computer-chunked and traditional text. *Reading World*, March 1983, *22*, 241-246.

Investigates the tested comprehension of two fifth grade basal reader passages displayed on the cathode-ray tube (CRT) as traditional or computer chunked text. Subjects were 30 fifth-grade children in a rural school, with mean percentile score of 67.4 in the reading section of the *Metropolitan Achievement Tests* (MAT). They were nominated by their teachers as being average or above in reading ability. To block any effects of passage order or page format, the order and format were randomly assigned to these students. Comprehension was assessed by means of a 10-item multiple-choice test following each passage. Results indicated that the mean comprehension score was 6.3% higher on the chunked than on the traditional text. Pearson product-moment correlation coefficients between MAT reading subject scores and comprehension scores on chunked or traditional text format passages indicated that chunked test comprehension appeared unrelated to total MAT reading scores (r = .13), while a modest relationship appeared between the total MAT scores (r =.27) and the traditional text format.

LUKMANI, YASMEEN. The communicational testing of reading. *ELT Journal*, July 1982, *36*, 217-225.

Describes an approach taken in 1977 to the testing of reading comprehension in a project carried out in Bombay University's 49 Arts Colleges that involved a communicationally-oriented syllabus for use in a course servicing students numbering from 6,000 to 7,000. The student population was extremely heterogeneous. Examination format problems were resolved by utilizing a principle of gradation which enabled the test to encompass a wide range of levels of language as well as of tasks. Utilized were passages of 250-400 words; passages at Level I tended to be factual and informative; at Level II, descriptive and narrative; and at Level III, discursive or evaluative. Passages were selected for the nature of the operations to be performed on the material and the relevance of these to academic performance in English. The difficulty level was reflected partly in the choice of vocabulary and syntactic complexity, but much more in the nature of cognitive operations the student was required to perform. Narrative and factual material was found to be relatively easy, while discursive writing, involving analysis and interpretation, caused difficulties, even if the language tended to be relatively simple. The examination format itself allowed for experimentation and for criteria to develop from within in the process of implementing the course and feedback from the results.

V-13b Predictive studies

FLETCHER, JACK M., & SATZ, PAUL. Kindergarten prediction of reading achievement: A seven-year longitudinal follow-up. *Educational and Psychological Measurement*, Summer 1982, *42*, 681-685.

Provides a seven-year follow-up study of the predictive validity of a kindergarten screening battery: the *Peabody Picture Vocabulary Test*, the *Test of Visual-Motor Integration*, and two tests in press, *Recognition-Discrimination*, and the *Alphabet Recitation Test*. Administered to white boys in 1970 (N = 497), and succeeded by a follow-up testing at the end of sixth grade in 1977 (N = 195), the sample included only those disabled readers and their controls who continued to reside in the home county during the duration of the Florida Longitudinal Project. Achievement outcomes were assessed employing the vocabulary subtest of the *Metropolitan Achievement Test*, which resulted in the categorization in four groups: severely disabled readers (N = 53), mildly disabled (N = 28), average readers (N = 79) and superior readers (N = 35). Based on the use of discriminant function analysis and statistical decision theory, results revealed that the battery, administered initially in kindergarten, retained high utility for predicting current achievement outcomes at the end of the sixth grade.

GLAZZARD, PEGGY; TOLLEFSON, NONA; SELDERS, JANET; & BARKE, C.R. The predictive validity of the kindergarten teacher rating scale. *Educational and Psychological Measurement*, Summer 1982, *42*, 687-693.

Investigates the predictive efficiency and the classification accuracy of the *Kindergarten Teacher Rating Scale* (KTRS). The effectiveness of the teacher ratings made at the end of kindergarten in predicting reading achievement at the end of first grade was the focus of the study. Pupils in the sample who attended 26 elementary schools were taught by 33 kindergarten teachers in three homogeneous districts in suburban Midwest, and they completed the KTRS at year's end. District I administered the *End of Level I Readiness Test* at the beginning of first grade. District II administered the *Metropolitan Readiness Test* at the end of kindergarten; and District III, the *Getting Ready to Read* readiness test at the beginning of first grade. All pupils in the sample completed the *Stanford Achievement Test* (SAT) at the end of first grade. From complete data that were available (N = 795), it was concluded that the KTRS explained approximately 36% of the variance in first grade students' reading scores on the SAT. Significant multiple correlations were found for the three school districts. The stability of the coefficients over these replications offered evidence for the predictive validity of the KTRS. It also explained a significantly greater proportion of the variance in first grade reading scores than did the reading readiness tests used in the districts studied. Finally the percentages of correct classification for the KTRS were greater than the percentage of correct classifications for the reading readiness tests.

OBRZUT, JOHN E.; BOLOCOFSKY, DAVID N.; HEATH, CHARLES P.; & JONES, MARILYN J. An investigation of the DIAL as a pre-kindergarten screening instrument. *Educational and Psychological Measurement*, Winter 1981, *41*, 1231-1241.

Examines the validity of the *Developmental Indicators for the Assessment of Learning* (DIAL) for the prediction of school success. Subjects were 29 boys and 24 girls, ages 55 months to 71 months, who came from one Head Start classroom and one classroom from an upper middle-class area. Children were prescreened with the DIAL five months prior to school entrance and then given the *Metropolitan Readiness Tests*, Level I (MRT) and the *Slosson Intelligence Test* (SIT). Additionally, the Progress Report was filled out by each kindergarten teacher. Data on the latter three instruments were obtained during the third quarter of the academic year. A canonical correlation analysis was used to determine significant relationships between the four subscales of the DIAL and the six subtests of the MRT. The Communications and Concepts DIAL subtests proved the best predictors of the MRT total score. The Communications score correlated .62 and .51, respectively, with MRT Auditory Memory and Visual Matching. The Concepts score correlated .60 with MRT Letter Recognition and .40 with Auditory Memory. Further stepwise linear regression analyses using DIAL subtests, SIT IQ, sex, and age as predictors indicated that the DIAL Communications score was the best predictor of the composite MRT score and accounted for 38% of the variance in the MRT score. The Concepts subtest score on the DIAL accounted for 24% of the variance in the Progress Report composite score and was the only significant predictor of that score. No significant sex differences in performance were found in relation to SIT IQ, DIAL Composite, MRT, and Progress Report Composite scores.

SULTMANN, WILLIAM F., & ELKINS, JOHN. Readiness assessment and early reading: A multiple regression analysis. *Reading Education*, Autumn 1982, *7*(1), 25-31.

Examines and compares the predictive value of two types of readiness assessments. Subjects were 150 pupils enrolled in Year 1 at a Brisbane primary school. Early in the school year, children were administered the *Sheppard School Entry Screening Test* (SSEST) and the *Concepts About Print Test* (SAND). In the final week of the first term, the *Southgate Word Selection Test* and the *ACER Level AA Word Recognition Test* were given. Factor analysis was performed on the end-of-year reading tests, and the reading factor scores served as the dependent variable in multiple regression analyses. Slightly more than 42% of the total variance of the dependent reading measure was explained by the total pool of independent variables. The SAND test accounted for 17.2% of the variance and had the highest coefficient (r = .4147) with reading ability. A second regression analysis revealed that 40.65% of the variance was explained by the SSEST subtests alone with the Perceptual Forms subtest accounting for 15.5%.

WEBB, KATHRYN; CLARK, SAM; & CRASE, SEDAHLIA JASPER. A cross-modal assessment of reading achievement in children. *Educational and Psychological Measurement*, Summer 1982, *42*, 671-680.

Examines the predictive ability of the *Listen and Look* (LL) test of cross-modal perception and the *Metropolitan Readiness Test* (MRT) in relation to reading achievement and to other achievement measures. The effects of age and sex on test scores and achievement also were investigated. Four indices of reading achievement were collected: teacher rating, the Systematic Approach to Reading Improvement, and two reading report card grades. Data from 79 first grade pupils were analyzed using linear regression models for single predictors with a stepwise procedure for multiple predictors. A correlation matrix of all variables was computed. Both the LL and MRT demonstrated predictive validity in relation to reading achievement and to other achievement measures with percentage of explained variance larger for the LL on all but one achievement measure. The LL and MRT were significantly correlated. Coefficients between chronological age and LL scores and MRT scores were not significant. Although there were no sex differences on readiness test scores, girls performed better than boys on all measures of reading achievement.

MASSOTH, NEIL A., & LEVENSON, JR., RICHARD L. The McCarthy Scales of Children's Abilities as a predictor of reading readiness and reading achievement. *Psychology in the Schools*, July 1982, *19*, 293-296.

Undertakes to determine if the *McCarthy Scales of Children's Abilities* could be utilized as a predictor of reading readiness and reading achievement. The subjects included 33 children (17 boys, 16 girls) enrolled in a public school kindergarten. The

Macmillan Reading Readiness Test (MRRT) was used to determine subjects' preparedness for first-grade work. The *Metropolitan Achievement Test* (MAT) was used as the index of reading achievement The McCarthy Scales were administered early in the fall term of the subjects' kindergarten year; the MRRT approximately a year later at the beginning of first grade; and the MAT was used when first grade was finished. A correlational analysis of data resulted in significant relationships between the McCarthy General Cognitive Index, the Quantitative Scale, and the Perceptual-Performance Scale, and both the MRRT (.53, .64, .39) and MAT (.39, .50, .37). Based upon these coefficients it was hypothesized that, for this sample of children, visual discrimination and sequential ability may have been crucial factors in reading readiness and reading achievement rather than verbal abilities.

LINDQUIST, GERALDINE T. Preschool screening as a means of predicting later reading achievement. *Journal of Learning Disabilities*, June/July 1982, *15*, 331-332.

Describes a program which for over a decade had been employed in screening children for the detection of potential learning problems before school entrance. Twenty-seven items from the *Denver Developmental Screening Test* (DDST) were used to ascertain if it predicted the *Gates-MacGinitie Reading Test* (Primary A, B, C) scores. A significant coefficient was found at all three levels, but the relationship was not deemed strong enough to provide practical significance. Concluded that in order to increase the predictive value of the screening program, better measures of language development than the items on the DDST should be included.

COLARUSSO, RONALD; GILL, SARA; PLANKENHORN, ANDREW; & BROOKS, RANDALL. Predicting first-grade achievement through formal testing of 5-year-old high-risk children. *The Journal of Special Education*, Fall 1980, *14*, 355-363.

Seeks predictive ability of 10 developmental variables administered to 40 inner-city black Headstart five-year-olds using a battery of tests and subtests from the *Developmental Test of Visual Motor Integration* (VMI); *Motor-Free Visual Perception Test* (MVPT); *Slosson Intelligence Test* (SIT); the *Peabody Picture Vocabulary Test* (PPVT); and the subtests Auditory Perception (AR), Auditory Sequential Memory (AM), Verbal Expression (VE), and Grammatic Closure (GC), from the *Illinois Test of Psycholinguistic Abilities* (ITPA). The test battery was given at the beginning of the preschool kindergarten year. The children subsequently participated in normal elementary school experiences. Follow-up testing at the end of first grade employed subtests from the *Iowa Test of Basic Skills* (ITBS). Coefficients of correlation between ITBS scores and predictor scores ranged from .20 to .41. Only two coefficients were significant at the .05 level: 1) the MVPT score (r = .365 with ITBS composite), and 2) AM (r = .412 with math score of ITBS).

MOORE, DAVID W.; MARTIN, CHARLES; & MUNDY, GWEN. Predictive validity, self-fulfilling prophecy and the Metropolitan Readiness Test. *Reading Improvement*, Fall 1982, *19*, 236-240.

Investigates the predictive validity of the *Metropolitan Readiness Test* (MRT) when children grouped for reading instruction have opportunity for movement among groups and for special instruction in a large school district. Subjects, 638 first grade children, were enrolled in 39 classrooms in a large semi-rural school district in northeast Georgia. Only 7% were non-white and 42% had attended kindergarten. Placement was determined by stanine scores on MRT administered in September. Pupils in stanine one and two (78) were placed in a readiness program (RD); those in stanine three and four

(196) were placed in a second group; those in stanines five through nine (384) were placed in a third group. Sixty-six of the RD children were shifted to the other two groups. Twelve group two children moved up and 18 group three children moved to group two. End of level basal tests, and teacher and reading consultants monitoring resulted in determination of correct program placement. *SRA Achievement Series Test* was administered in May. A mean score of 1.9 was reported for the total sample mean. Predictive validity of the MRT scores was determined by Pearson correlation coefficient between MRT and SRA scores and resulted in a coefficient of .59.

GLAZZARD, PEGGY H. Long-range kindergarten prediction of reading achievement in first through sixth grade. *Learning Disability Quarterly*, Winter 1982, *5*, 85-88.

Reports a long-range study designed to compare the predictive effectiveness of kindergarten teacher ratings with reading readiness and reading achievement tests over a six-year span using reading achievement at the completion of grades one through six as the criterion. The original subjects consisted of 107 kindergarten pupils (50 boys and 57 girls), with a mean chronological age of 6.2 years. Subjects, who attended four different elementary schools, had been instructed in the Southwest Regional Laboratory formal reading program. The kindergarten teachers involved were asked to rate their pupils on a five-point scale from "very low" to "very high" in nine reading readiness areas. The criterion variables were the vocabulary and comprehension test scores obtained from the *Gates-MacGinitie Reading Tests*, in its varying forms at grade levels one through six, over the years of the project. It was determined that the G-M Reading Readines Test and the *Teacher Estimate of Kindergarten Pupils' Abilities* are significant predictors of vocabulary achievement in grades one through six. Results showed that the teacher rating scale was a more efficient predictive measure than either the G-M readiness test or the G-M first grade reading test for first-grade comprehension achievement. However, the G-M reading readiness test was found to be a more efficient predictive measure for comprehension achievement in grades two and three. For a fourth-, fifth-, and sixth-year prediction, both the Kirk and the G-M reading readiness test were uniquely predictive of comprehension achievement.

SANDOVAL, JONATHAN. Light's Retention Scale does not predict success in first-grade retrainees. *Psychology in the Schools*, July 1982, *19*, 310-314.

Follows-up on a previous investigation which was believed to demonstrate that the *Light's Retention Scale* total score did not meet traditional standards of reliability and concurrent validity. The same 123 children from the earlier research effort were followed into the succeeding year. Children were typical of candidates who repeat first grade and were types for whom the scale was designed. The outcome measures were obtained from retesting the children on the same measures one year after the first administration of *Light's Retention Scale*. Data collected included measures of teacher's rating of academic achievement on a 5-point scale, the Reading Comprehension score on the *California Achievement Test*, the total score on the *Key Math Diagnostic Test*, teacher's rating of self-concept, the *McDaniel-Piers Young Children's Self-Concept Scale*, teacher's rating of social skills, and the *Pupil Behavior Rating Survey*. Stepwise multiple regressions were performed, using the three predictors (Reading, Math, and Self-Concept) plus Light's total score to account for the variance in each outcome. These regressions were repeated, using the short form total in place of Light's total. In none of the stepwise regressions did the Light total add to the prediction of the outcome in the children repeating the first grade. Results seemed to suggest that *Light's Retention Scale* possessed neither reliability nor validity as a psychometric device.

Kitson, Donald L., & Vance, Hubert Booney. Relationship of the Wechsler Intelligence Scale for Children—Revised and the Wide-Range Achievement Test for a selected sample of young children. *Psychological Reports*, June 1982, *50*, 981-982.

Investigates the relationships between the *Wechsler Intelligence Scale for Children—Revised*, and the *Wide-Range Achievement Test* (WRAT) for a selected sample of 36 young children, 21 boys and 15 girls with a chronological age span from 6-0 to 9-6, with a mean of 7-3. Pearson product-moment correlations were obtained between the measures and *t* tests for independent means were computed. Regression analyses used all three Wide-Range Achievement subtests as criteria and the Verbal, Performance, and Full Scale IQs of the WISC-R as predictors. The Full Scale and Verbal Scale IQs of the WISC-R as predictors. The Full Scale and Verbal Scale IQs were the best predictors of WRAT Reading Scores (r = .73). The Full Scale and Performance Scale IQs were the best predictors of WRAT Spelling scores and the Full Scale IQ was the best predictor of WRAT Arithmetic scores. The findings confirm prior work that the WISC-R Full Scale IQ is a valid predictor of achievement for young children referred for possible learning problems. A word of caution is considered warranted because the obtained correlation might be high because of the size of the population sample.

Grossman, Fred M. Cautions in interpreting WRAT standard scores as criterion measures of achievement in young children. *Psychology in the Schools*, April 1981, *18*, 144-146.

Questions the use of the *Wide Range Achievement Test* (WRAT) for identifying ability/achievement discrepancies in five- and six-year-old children. The author applies regression equations to predict WRAT achievement based upon WISC-R Verbal IQs. It is noted that the use of the WRAT and WISC-R verbal scores do a relatively poor job of predicting underachievement in young children.

Wright, Dan, & DeMers, Stephen T. Comparison of the relationship between two measures of visual-motor coordination and academic development. *Psychology in the Schools*, October 1982, *19*, 473-477.

Administers the *Bender Visual-Motor Gestalt Test*, the *Developmental Test of Visual-Motor Integration* (DTVMA), the WISC-R, and the *Wide Range Achievement Test* (WRAT) to 55 boys and 31 girls, ages 6 through 11. Children had been deferred for learning or adjustment problems. Pearson product-moment correlation coefficients were calculated first among all variables, and then partial correlation coefficients were determined for the Bender and DTVMI scores with WRAT subtest scores while adjusting for Full Scale IQ on the WISC-R. Pearson coefficients of the Bender and DTVMI with WRAT Reading were .37 and .33, respectively. With IQ partialled out, coefficients of WRAT Reading were .19 with the Bender and .13 with the DTVMI; with WRAT Spelling, coefficients were .22 and .20, respectively; and the WRAT Arithmetic, the coefficients were .18 and .17, respectively.

Sexton, Larry C., & Treloar, James H. Cognitive and perceptual measures as predictors of fourth-grade achievement. *Psychology in the Schools*, January 1982, *19*, 122-128.

Correlates measures of perceptual ability administered in first grade to measures of academic ability administered to the same children when they were in fourth grade. Subjects were 77 boys and 102 girls. Tests administered were: the *Motor-Free Visual Perceptual Test* (MVPT), the *Goldman-Friscoe-Woodcock Test of Auditory Discrimination* (GFW), the *Primary Mental Abilities* (PMA) and the *SRA Achievement Test* (6 context areas). Canonical analyses results indicate that PMA, sex, and MVPT contributed significantly to the prediction of the criterion variables, but GFW did not. In a multiple regression analysis, PMA correlated highly with all six subtests of the SRA. Sex and MVPT added significantly to the prediction in most of the six content areas, but GFW did not contribute significantly for any of the tests.

GROSSMAN, FRED M., & JOHNSON, KATHLEEN M. WISC-R factor scores as predictors of WRAT performance: A multivariate analysis. *Psychology in Schools*, October 1982, *19*, 465-468.

Examines the ability of the WISC-R Verbal Comprehension (VC), Perceptual Organization (PO), and Freedom for Distractibility (FD) in factor scores predicting academic achievement as measured by the *Wide Range Achievement Test* (WRAT). Subjects were 77 students ranging in age 6 to 16 who had been experiencing learning problems in their classroom setting and had been referred for psychological services. The WISC-R and WRAT had been administered by a school psychologist, the order of test administration considered as random. A multi-variate multiple regression analysis was conducted with the WISC-R factor scores as conjoint predictors and the WRAT subtest standards scores as criterion variables.

ALGOZZINE, BOB, & YSSELDYKE, JAMES E. An analysis of difference score reliabilities on three measures with a sample of low-achieving youngsters. *Psychology in the Schools*, April 1981, *18*, 133-138.

Administers a number of ability and achievement measures to 99 low achieving fourth graders and analyzes the reliability of various difference scores. Each subject was administered the WISC-R, the *Peabody Individual Achievement Test* (PIAT), the *Bender Visual-Motor Gestalt Test*, the *Developmental Test of Visual-Motor Intelligence*, the *Piers-Harris Self-Concept Scale*, the *Peterson-Quay Behavior Problem Checklist*, selected subtests of the *Stanford Achievement Test*, all 12 subjects of the Cognitive Ability Battery, and 7 Achievement subtests (Letter-Word Identification, Word Attack, Passage Comprehension, Calculation, Applied Problems, Dictation, and Proofing) of the *Woodcock-Johnson Psycho-Educational Battery* (W-J). Coefficient correlations between selected ability and achievement measures were determined as well as reliabilities of differences between them. In particular relationships among the WISC-R, W-J Broad Cognitive Cluster Scores, and W-J Aptitude Cluster Scores with the PIAT scores and W-J Achievement Cluster Scores were reported. Coefficients between WISC-R Full Scale IQ and PIAT scores were .44 (Total), .45 (Mathematics), .19 (Reading Recognition), and .34 (Reading Comprehension). WISC-R Full Scale IQ correlated .36 with W-J Reading. The reliability of difference scores on the various measures ranged from .52 to .93.

YULE, WILLIAM, & RIGLEY, LESLIE V. Predicting future reading attainment from the WPPSI. *Journal of Research in Reading*, February 1982, *5*, 67-74.

Reports coefficients of correlation between the Wechsler Pre-school and Primary Scale of Intelligence (WPPSI) and two reading tests. Subjects aged 5-5 in 1968 (N = 150) were selected from all 1967 school entrants (N = 440) in the Isle of Wight who had been given initial psychological tests as part of a prospective study of learning difficulties. These 76 boys and 74 girls, somewhat representative of the general class composition, were tested with the remaining larger group of their peers on the *Southgate Reading Group Test I* in July 1969, and July 1970, to relate risk scores secured in 1968 at school entry to reading scores at the end of infant school and the beginning of junior school. Additionally, 25 boys and 25 girls were tested on *Neale's Analysis of Reading Ability*. Little sex difference was noted between Full Scale IQ and Verbal Scale IQ and reading. Coefficients ranged between .47 and .56 for boys between WPPSI scores and southgate reading scores; for girls, the coefficients ranged from .52 to .65. Between the Neale test and WPPSI Full Scale, coefficients were .43 for accuracy and .45 for comprehension.

Naglieri, Jack A., & Pfeiffer, Steven I. Correlations among scores on WISC-R and Woodcock-Johnson achievement tests for learning disabled children. *Psychological Reports*, December 1981, *49*, 913-914.

Compares the performance of 77 learning disabled Caucasian children, with mean CA of 9.5 from suburban elementary schools, on the WISC-R and the *Woodcock-Johnson Psycho-educational Battery* (Reading, Mathematics and Written Language). Tests were administered by five certified school psychologists. WISC-R Full Scale was 93.3. Woodcock-Johnson standard scores were: Reading 81.2, Mathematics 84, and Writing 79.6. Pearson product-moment coefficients between WISC-R IQs and Woodcock-Johnson subtests were reported in a table revealing significant relationships between WISC-R similarities, vocabulary, and verbal IQ with Woodcock-Johnson Reading, Mathematics and Written Language. There were no significant coefficients between WISC-R performance IQ and any of the three Woodcock-Johnson achievement scores.

Nichta, Jr., Lawrence J.; Federici, Louise; & Schuerger, James. The screening test of academic readiness (STAR) as a predictor of third-grade achievement. *Psychology in the Schools*, April 1982, *20*, 190-193.

Determines the predictive validity of the *Screening Test of Academic Readiness* (STAR) for third grade achievement. Subjects were 28 grade three pupils from middle- to upper-middle-class socioeconomic backgrounds. The STAR was administered in kindergarten, and five subtests of the *Peabody Individual Achievement Test* (PIAT) were used as the index of middle grade three achievement. A coefficient of .71 was obtained between the total STAR score and the age equivalent total score of the PIAT. The correlation coefficient between the STAR total score and the age equivalent scores on the PIAT ranged from .44 for General Information to .71 for Mathematics with Reading Recognition and Reading Comprehension showing coefficients of .55 and .40, respectively. STAR total score coefficients were somewhat lower with PIAT Grade Equivalent scores.

Gillespie, Jacquelyn. The "pushouts": Academic skills and learning disabilities in continuation high school students. *Journal of Learning Disabilities*, November 1982, *15*, 539-540.

Finds that assessment measures suggested the presence of a number of unidentified learning disabled students among those referred as attendance and behavior problem cases to continuation schools from California's high schools. Tests from the *Wide Range Achievement Test* (WRAT) and the *Diagnostic Analysis of Reading Errors* (DARE) indicate that many of these students would meet the criteria for identification as learning disabled. A total of 196 students, all over age 16, were given the WRAT; about 10% had reading scores at or below grade five level, 31% had spelling scores at that level, and 39% had deficient arithmetic skills. On the DARE, administered to 115 students at a different school, results paralleled those found on the WRAT.

Hollensworth, Rita, & White, Robert B. Relationship between reading scores on the Wide Range Achievement Test and the Gilmore Oral Reading Test in young children. *Psychological Reports*, August 1981, *49*, 191-193.

Investigates relationships between the reading scores of children (N = 37 boys, 13 girls) who had a mean age of 8.6 and a mean grade level of 2.98. Additional test data obtained indicated a mean *WISC-R* Verbal Scale IQ of 91.08, a Performance Scale IQ of 93.34 and a Full Scale IQ of 91.08. On the *Wide Range Achievement Test* (WRAT), they obtained a mean grade level of 3.27 and on the *Gilmore Oral Reading Test*, a mean grade level of 2.26. The correlation coefficient between these reading scores was .87 ($p < .001$).

Forty-seven of the children scored higher on the achievement test, and the difference between the means of the two instruments was significant at the .001 level. Similar magnitudes of correlation were also obtained for the WRAT and Gilmore's test with actual grade placement level (rs = .73 and .71), age (rs = .58 and .54), WISC-R Verbal Scale IQ (rs = .47 and .41), and Full Scale IQ (rs = .37 and .37, respectively). All values were significant ($p \leqslant .01$). It was concluded that the two measures produced neither identical nor interchangeable information.

SEWELL, TREVOR; FARLEY, FRANK H.; MANNI, JOHN; & HUNT, PORTIA. Motivation, social reinforcement, and intelligence as predictors of academic achievement in black adolescents. *Adolescence*, Fall 1982, *17*, 647-656.

Employs five predictor variables in examining the relationship of cognitive and personality variables to academic achievement test scores for black adolescents. Subjects were 49 seventh and eighth graders from one inner-city school. Tests used as predictor variables included the *Peabody Picture Vocabulary Test* (PPVT), the *Thematic Apperception Test* (TAT), the *Farley Drive Scale* (FDS), the *Reinforcement History Questionnaire* (RHQ), and the *Children's Intellectual Achievement Responsibility Questionnaire* (IAR). The Reading and Arithmetic subtests of the *Wide Range Achievement Test* (WRAT) were used to determine achievement. No sex differences were found on either of the WRAT measures, although boys had higher PPVT IQs and higher achievement motivation as indicated by the TAT. Only one predictor, PPVT IQ, related to WRAT Reading at a statistically significant level. The coefficient between the two scores was .41. When analyzed by sex, IQ was found to correlate .70 with Reading and .42 with Arithmetic for girls. Multiple regression analysis indicated that IQ contributed only 16% of the variance in Reading but was the only predictor to make a significant contribution.

WOOD, PETER H. The Nelson-Denny Reading Test as a predictor of college freshmen grades. *Educational and Psychological Measurement*, Summer 1982, *42*, 575-584.

Attempts to determine the difficulty level, the internal consistency and the usefulness of Form C of the *Nelson-Denny Reading Test* (NDRT) as a predictor of freshmen grades at a public, mid-western university. The 2,122 entering freshmen (37.7% male) had a high school mean grade point average (GPA) of 3.16, a college freshmen GPA of 2.63, an *American College Testing Program* (ACT) Composite Score of 20.6 and a NDRT of 82.8, seven points above the NDRT norm group. Internal consistency coefficients of the NDRT were .90 for the 100-item vocabulary section, .69 for the 36-item comprehension section, and .91 for the combined score. The NDRT was correlated positively with the verbal section of the *College Board Scholastic Aptitude Test* (SAT-V) (.79), the ACT Composite Score (.71), high school GPA (.39), and college freshmen GPA (.33), as well as other indicators of academic ability. High school GPA was the single most valid predictor of college freshmen GPA (.56); combinations of high school GPA and the NDRT increased the prediction of college GPA to .58. Combining high school GPA and ACT composite scores produced a predictive validity of .60, whereas high school GPA and SAT-V and SAT-Math produced a predictive validity of .61. Adding the NDRT to a prediction equation already containing high school GPA and either ACT or SAT scores did not improve the prediction.

HEERMAN, CHARLES E., & SELTZER, KATHRYN N. Correlating reading and academic variables with the Nelson-Denny Test. *Reading Improvement*, Spring 1983, *20*, 64-66.

Determines the relationship between the *Nelson-Denny Reading Test* (NDRT) and measures of academic achievement, attitude towards reading, and self-concept. Data collected included the *Tennessee Self-Concept Scale* (TSCS), the *Kansas State Reader Attitude Scale* (KSRAS), student self-reported high school cumulative grade point average (GPA), and composite ACT scores. A total of 168 college students was involved. Correlation coefficients of the NDRT were .54 with ACT, .35 with GPA, .30 with KRAS, and .13 with TSCS.

HAWES, KATHRYN; HEERMAN, CHARLES E.; LAMB, BILL; LOWENSTEIN, C. KAY; & SELTZER, KATHRYN N. Correlations of scores on the Nelson-Denny Reading Test, Form E, and measures of academic aptitude, academic achievement, readers' attitude, and students' self-concept. *Psychological Reports*, August 1982, *51*, 229-230.

Investigates the validity of Form E of the *Nelson-Denny Reading Test* for predicting academic success in college. The study also reports correlation coefficients between the Nelson-Denny scores and students' reading attitudes and self-concepts. Academic achievement was determined by student self-reported high school cumulative grade point averages (GPA); academic aptitude was assessed by composite scores on the *American College Testing Program* (ACT); attitude towards reading was established by the *Kansas State Reader Attitude Scale*; and the *Tennessee Self-concept Scale* was used as a measure of self-concept. Subjects were 168 college students. Pearson product-moment coefficients with Nelson-Denny scores were .54 with ACT, .35 with GPA, .30 with attitude, and .13 with self-concept.

BEAN, TOM, & SINGER, HARRY. Predicting freshmen achievement in the UC and CSU systems. *The California Reader*, March/April 1983, *16*(3), 29-32.

Samples from three University of California campuses and six California State University campuses in studying the relationship between ability to learn from text, study method, and student success in college. Success in college was determined by grade point average (GPA). the *Sequential Test of Educational Progress* (STEP): *Reading* was used as the measure of ability to learn from text; study methods were assessed by the *California Study Methods Survey* (CSMS). The latter instrument includes three factors: 1) attitudes and motivation, 2) mechanics of study, and 3) planning. Additional data collected included high school GPA and *Scholastic Achievement Tests* (SAT): Verbal and Quantitative scores. High school GPA showed an average correlation coefficient of .31 with freshmen Fall semester GPA; CSMS attitudes had an average coefficient of .35 and STEP vocabulary, .31, with freshmen Fall semester GPA. High school GPA was the most frequently occurring predictor of freshmen success.

V-13c Cloze testing

OJERINDE, ADEDIBU. Cloze tests as a measure of English language proficiency among Nigerian primary-school pupils. *English Language Teaching Journal*, October 1980, *35*, 62-66.

Presents findings pertaining to validity checks on a cloze test as a measure of English language proficiency among Nigerian primary school pupils. The study was conducted in two consecutive years (1977 and 1978) and involved were 900 pupils (aged 9) in the first administration, while 455 of the same individuals took part in the ensuing year. An English test, constructed each year by a group of English teachers, consisted of 10 separate subtests: spelling, word recognition, listening comprehension, word-picture matching, morphology, cloze, word understanding, reasoning, reading comprehension, and composition. Correlation matrices were constructed, with the highest coefficient between spelling and the cloze tests. It was revealed that the cloze test remained stable as a measure of English language proficiency. Additionally, it was noted that a marked improvement occurred in the relationship between the word recognition and the word understanding subtests between grades three and four.

BEAN, THOMAS W., & BRANDT, PATTI. Evaluating a history text: A comparison of cloze and maze procedures. *Reading World*, December 1981, *21*, 116-122.

Constructs a cloze test (with first and last sentences remaining intact and containing 54 every fifth word deletions) for comparison with a maze test which replaced every fifth word with three choices. Both were based on a 304-word passage from a history text. The passage had not previously been assigned; was introductory in nature; had relatively few proper nouns, dates, and numerical data. Forty students each were randomly assigned to these alternate techniques. Cloze tests were scored for exact word, and maze tests were scored on the basis of correct syntactic and semantic choice. The mean score on the cloze passage was 38% correct; on the maze test, 93% correct. Thus results appeared to indicate that the maze test overestimated students' ability to cope, while cloze appeared to be helpful in yielding a reasonably accurate estimate.

HOFMAN, JOHN E., & HABIB-ALLAH, MOHAMMED. The cloze technique in Arabic: Words or semantic units? *Journal of Psycholinguistic Research*, July 1982, *11*, 275-282.

Applies a cloze technique to assessing reading comprehension of 584 children in grades 5, 6, and 7 of four primary schools of the Arab Israeli school system. One passage from each grade level involved was selected and prepared in two ways: a whole-word deletion method or a semantic unit deletion method. Deletions varied from 50 to 70, depending on the deletion type. Mean differences between the two methods were not significant at any grade level. The whole-word deletion method was found more consistent with age and rate-of-omission trends, while the semantic method agreed better with presumed levels of readability.

SMITH, LEWIS B. Evaluating children's literature by using the cloze procedure. *Reading World*, May 1982, *21*, 311-319.

Presents cloze passages over eighteen Newbery Award and Honor Books to 36 college undergraduates. Four 50-item passages were prepared on each book; each college student filled in eight cloze passages. Only six of the books were found to be at the independent reading level for three-fourths of the students. On 19 passages, no student scored at the independent reading level. An analysis of the error responses on these passages for grammatical and semantic consistency revealed that students score correctly on 57% of the grammar words and would have scored 76% correct if acceptable substitutions were allowed. Cloze passages from five of the books were then given to 25 pupils in grades 4, 5, and 6. Children scored below college students on all passages.

V-13d Content analysis of tests

CROWELL, DORIS C.; AU, KATHRYN HU-PEI; & BLAKE, KAREN M. Comprehension questions: Differences among standardized tests. *Journal of Reading*, January 1983, *26*, 314-319.

Examines the reading comprehension subtests of six standardized tests to determine how comprehension is assessed. Forms for grades three, six, and nine were analyzed for the following instruments: *American School Achievement Test* (ASAT), *Comprehensive Test of Basic Skills* (CTBS), *California Achievement Test* (CAT), *Gates-MacGinitie Reading Test* (Gates), *Metropolitan Achievement Test* (MAT), and *Stanford Achievement Test* (SAT). Two systems were used in the analysis. The first focused on three kinds of question-answer relationships posed: text explicit, text implicit, and script implicit. The second classified test questions into five cognitive levels: association, categorization, seriation, integration, and extension. More text explicit than text implicit questions were identified. For the three grade levels combined, text implicit questions were 39%, MAT; 30%, CTBS; 28%, CAT; 19%, SAT; 11%, ASAT; and 6%, Gates. Only in the CAT and SAT did the percentage of text implicit questions increase with grade level. Relative to the cognitive categories, all tests included questions at level 1 (association) and at levels 2 and 3 combined (categorization/seriation). Four of the tests included level 4 (integration) questions; no level 5 (extension) questions were found on any of the tests. For all higher level questions combined, only the SAT followed a staircase pattern of increasing numbers of higher level questions with increasing grade.

Harris, Larry A., & Niles, Jerome A. An analysis of published informal reading inventories. *Reading Horizons*, Spring 1982, *22*, 159-174.

Describes 12 commercial informal reading inventories (IRI) along four major lines: the stated purpose(s); format; scoring criteria employed, and instructions for interpretation and use of the results. Fixed upon eight features for comparison purposes: number of forms of the inventory; difficulty levels of passages; length; nature of content (i.e., narrative and/or expository); whether reading rate is an ability assessed; whether illustrations accompany passages; whether the passages are given titles; and whether the passages are introduced by the examiner with an explanation to the child concerning the passage content to be read. Considerable variation was found to exist among the IRIs. Word recognition and comprehension criteria varied for definitions of the three reading levels identified as do other aspects of the instruments.

Webb, II, Melvin W. A scale for evaluating standardized reading tests, with results for Nelson-Denny, Iowa, and Stanford. *Journal of Reading*, February 1983, *26*, 424-429.

Analyzes three widely-used tests for assessing community college students' reading ability and provides a framework for evaluating other types of standardized tests. Identification of the three tests (*Stanford Diagnostic Reading Test*, the *Nelson-Denny Reading Test*, and the *Iowa Silent Reading Test*) was based on a literature review of community college assessment; confirmation of their widespread utility was confirmed by contacting junior and community college assessment centers. Ten guidelines for evaluating standardized tests were used: 1) validity; 2) reliability; 3) normative data; 4) usability; 5) purpose; 6) standard of error of measurement; 7) number of forms; 8) theory; 9) item analysis; and 10) manual. Information was obtained from the test's technical manuals, as well as test review sources. A summary table presents a rating for each of the 10 criteria for each test, based on a five-point scale from unacceptable to superior. The rating for each criterion was then weighted to reflect its relative importance. The formula results in a possible overall rating of 100 points for each test. The *Nelson-Denny Reading Test* received the lowest rating (59 points), with point losses primarily in validity and reliability. The *Iowa Silent Reading Test* achieved the highest rating of the three (76 points), primarily due to above average validity and standard error of measurement data. The *Stanford Diagnostic* was rated as adequate (65 points), with low reliability of alternate forms, average standard error of measure, and a superior test manual.

V-13e Test reliability and validity

Deno, Stanley L.; Mirkin, Phyllis K.; & Chiang, Berttram. Identifying valid measures of reading. *Exceptional Children*, September 1982, *49*, 36-45.

Conducts three concurrent validity studies to determine the relation between performances on formative measures of reading and standardized achievement measures of reading. All studies used elementary age children from both regular classes and learning disabilities (LD) rooms as subjects. For the three studies, the numbers of regular and LD pupils, respectively, were Study 1, 18 and 15; Study 2, 27 and 18; and Study 3, 43 and 23. In Study 3, subjects were from three inner-city schools. Various reading aloud behaviors were selected as behaviors to index reading progress: 1) words in isolation, 2) words in context, 3) oral reading, 4) cloze comprehension, and 5) word meaning. Standardized instruments selected were the *Stanford Diagnostic Reading Test* (SDRT), Reading Comprehension, and the *Woodcock Reading Mastery Test* (WRMT), Word Identification and Word Comprehension. All measures were individually administered. Findings disclosed that reading aloud from a basal reader, reading aloud from lists of isolated words, and cloze comprehension scores all related closely to performance on standardized reading tests. Correct performance was found to be a more valid measure of reading proficiency than error performance. Valid data on reading aloud from isolated word lists or from a reader can be obtained from a one-minute sample. Within limits, the difficulty of words to be read aloud does not determine the validity of the data on word meaning.

FUCHS, LYNN S.; FUCHS, DOUGLAS; & DENO, STANLEY L. Reliability and validity of curriculum-based Informal Reading Inventories. *Reading Research Quarterly*, Fall 1982, *18*, 6-25.

Investigates the reliability and validity of standard and salient Informal Reading Inventory (IRI) procedures. The sample comprised 91 subjects (51 boys and 40 girls) randomly selected from one public elementary school in a metropolitan district in the Midwest. The pupils ranged from grades 1-6; 15 subjects (16%) participated in a special education resource program, and another 23 subjects (25%) were enrolled in a Title I program for students who had been designated by their teachers as being seriously behind in reading. The study examined the technical adequacy of (a) choosing a criterion of 95% accuracy for word recognition to determine the instructional level, (b) arbitrarily selecting a passage to represent the difficulty level of a basal reader, and (c) employing one-level floors and ceilings to demarcate levels beyond which behavior is not sampled. The Word Identification and Passage Comprehension sections of the *Woodcock Reading Mastery Tests* were administered. Data on instructional level placement in basal readers were collected. Two 100-word passages were selected from each of 10 reading levels in one basal series and 9 reading levels in a second series and given in random order. Instructional level was assigned to a pupil by identifying the highest reading level in a series at which present standards were met before the pupil demonstrated an unsatisfactory performance at two consecutive levels. Correlational and congruency analyses supported the external validity of the 95% standard but questioned the reliability and validity of passage sampling procedures and one-level floor and ceilings.

COLEMAN, MARGARET, & HARMER, WILLIAM R. A comparison of standardized reading tests and informal placement procedures. *Journal of Learning Disabilities*, August/September 1982, *15*, 396-398.

Compares subtest of the *Wide Range Achievement Test* (WRAT), *Diagnostic Reading Scales* (Spache), and the *Woodcock Mastery Tests*, Form A with one another and with tutor placement of students at an instructional level using: a) an IRI based on the Harper Row series, b) Burns and Roe IRI, or c) a self-selected procedure. The investigation was concerned with whether the selected reading measures gave significantly different results for the same individuals, whether the trend of performance on the selected reading measures was similar for all students across grade levels, and which of the standardized test scores most closely approximated the tutor-placed instructional level. A sample of 32 children (22 males and 10 females) in grades one through three, tested at the University of Texas Learning Abilities Center in Austin, was used. Results indicated that the selected reading tests do yield significantly different results, and that various test scores were consistent across grade levels. The current study supported the findings of previous studies which have indicated that the Spache and WRAT tend to place students at higher levels than judged appropriate by tutors using informal techniques.

McGUE, MATT; SHINN, MARK; & YSSELDYKE, JAMES. Use of cluster scores on the *Woodcock-Johnson Psycho-Educational Battery* with learning disabled students. *Learning Disability Quarterly*, Summer 1982, *5*, 274-287.

Studies the *Woodcock-Johnson Psycho-Educational Battery* (W-J) and seeks to critically evaluate the usefulness of the battery for the assessment of learning disabled (LD) students. Data on 50 learning disabled fourth-grade students (39 male and 11 female) were collected and used to investigate the logical consistency and external validity of the W-J. In addition, scores were collected on the WISC-R, *Peabody Individual Achievement Test*, the mathematics computation and concepts subtests on the *Stanford Achievement Test*, the *Bender Visual-Motor Gestalt Test*, and the *Developmental Test of Visual-Motor Integration*. On the basis of the data collected, the W-J factor clusters could not be replicated in this sampling; also, little evidence was found in the validity of either the cognitive factor clusters or in the aptitude factor clusters. Major questions were raised with regard to subtest overlap and suppressor variables, as well as operationalization of the factor clusters.

RYCKMAN, DAVID B. Gray Oral Reading Tests: Some reliability and validity data with learning-disabled children. *Psychological Reports*, April 1982, *50*, 673-674.

Seeks data on reliability and validity of the *Gray Oral Reading Tests* with learning-disabled (LD) children. One hundred eighty-six LD children (47 girls and 139 boys), all judged to be significantly deficient in reading by State of Washington criteria, were administered the WISC-R, *Lindamood Auditory Conceptualization Test* (LAC), *Gates-MacGinitie Reading Tests*, and the *Gray Oral Reading Tests*, as part of the diagnostic and ongoing evaluations. Stability and equivalence correlation coefficients for all forms of the Gray Oral collapsed was .63. Coefficients of the Gray Oral with WISC-R Full Scale IQ ranged from .02 to .15; with the LAC, coefficients ranged from .13 for Form B of the Gray to .53 for Form D; with the Gates-MacGinitie Vocabulary, from .64 to .70, and Comprehension, from .48 to .69.

BRITTON, GWYNETH, & LUMPKIN, MARGATE. Readability of the Gates-MacGinitie Reading Test: Cautions for test givers, test takers, and test makers. *Reading Psychology*, July-September 1982, *3*, 199-209.

Samples the comprehension passages on the *Gates-MacGinitie Reading Tests*, Level A to F, for reading grade level. The Spache, Harris-Jacobson, and Dale-Chall formulas were employed at the appropriate grade levels by means of a computerized program. Questions posed included: what is the reading grade level of each comprehension passage; are the test forms for each level equivalent in reading difficulty; are the comprehension passages arranged sequentially from easy to difficult; do test assigned a certain grade equivalent score really contain comprehension passages representative of that range? The findings indicated that the test forms are not equally difficult in terms of readability, with greatest variations occurring at the higher levels. There appeared to be only moderate consideration for arranging the comprehension passages in a sequential pattern of difficulty.

AYERS, DOUGLAS, & DOWNING, JOHN. Testing children's concepts of reading. *Educational Research*, November 1982, *24*, 277-283.

Describes efforts to develop a group reading readiness test that focused on children's conceptions of literacy. Each of the three subtests in the *LARR* battery measured a child's level of conceptual development with respect to a particular aspect of written or printed language: Test I, Recognizing Literacy Behavior; Test II, Understanding Literacy Functions; Test III, Technical Language of Literacy. From seven schools in a city in Canada, some 300 kindergarten pupils in 18 classes were given the battery. A year later, all of the Grade 1 children in the same schools were given the *Cooperative Primary Reading Test*, Form 12A. The reliabilities and correlation coefficients reported on the three LARR tests indicated that Tests I and III were sufficiently high for individual prediction, and that while Test II reliability was adequate for group prediction, it would require improvement before use as an individual predictor.

HEYNS, BARBARA, & HILTON, THOMAS L. The cognitive tests for high school and beyond: An assessment. *Sociology of Education*, April/July 1982, *55*, 89-102.

Presents descriptive statistics on the cognitive tests administered with the student questionnaires for the base-year data collected by a nationwide study and addresses the question of the appropriateness and adequacy of the test batteries. Comparisons were made between the full tests and subtests composed of common items utilized in the report. It was concluded that a proper assessment of the usefulness of the tests as measures of cognitive growth must await the first follow-up results. The cross-sectional, private-public school differences observed by compilers of the report appeared to persist, however, irrespective of the length of the test, or the specific subject matter analyzed.

MISHRA, SHITALA P. Reliability and validity of the WRAT with Mexican-American children. *Psychology in the Schools*, April 1981, *18*, 154-158.

Examines the reliability and concurrent validity of the *Wide Range Achievement Test* (WRAT) for Mexican-American children. The 138 fourth graders and 53 fifth graders were from families of low socio-economic background; ethnicity was determined by Spanish surname. The WRAT and *Metropolitan Achievement Test* (MAT) were administered to all selected subjects in the fall. Split half reliability coefficients were computed for the three WRAT subtests (Reading = .96, Spelling = .97, Arithmetic = .91) and zero-order validity coefficients were reported statistically significant and ranged from a low of .49 ($r^2 = .24$) between WRAT arithmetic and MAT word discrimination to ahigh of .85 ($r^2 = .72$) between the spelling sections of the two tests.

SATTLER, JEROME M., & RYAN, JOSEPH J. Relationships between WISC-R and WRAT in children referred for learning difficulties. *Psychology in the Schools*, July 1981, *18*, 290-292.

Does a concurrent validity study of the WISC-R using *Wide Range Achievement Test* (WRAT) Reading, Spelling, and Arithmetic standard scores as the criterion measures. Subjects were 114 children, ages 6-6 to 16-6, who had been referred for psychological testing because of poor academic achievement or learning difficulties. WISC-R Full Scale, Verbal, Performance, and Freedom from Distractibility IQs were 90.79, 90.36, 92.87, and 86.50, respectively. Full Scale IQ correlated .48 with WRAT Reading, .50 with WRAT Spelling, and .53 with WRAT Arithmetic. Verbal IQ and Freedom from Distractibility IQ showed coefficients with the three achievement areas of .49 to .59. Performance IQ correlated .26 with reading, .27 with spelling, and .40 with arithmetic scores. Coefficients of correlation between WISC-R subtests and the three academic areas are also given. These range from a low of .06 (Object Assembly and reading) to a high of .51 (Vocabulary and reading, Similarities and spelling).

SATTLER, JEROME M., & FELDMAN, GARY I. Comparison of 1965, 1976, and 1978 norms for the Wide Range Achievement Test. *Psychological Reports*, August 1981, *49*, 115-118.

Compares the 1965 and 1978 *Wide Range Achievement Test* (WRAT) norms. Findings revealed that the 1978 norms, with the exception of the youngest age levels, provided lower standard scores on the reading and spelling subtests. Arithmetic norms showed a more variable pattern of change, with the 1978 norms frequently providing higher standard scores than the 1965 norms for the same raw scores. Most of the variation between the two sets of norms occurred primarily in the upper and lower portions of the ability range. Few changes appeared between the 1976 and 1978 norms. Grade ratings for raw scores were the same for 1965 and 1976, but they were changed for 1978, with the 1978 grade ratings being markedly lower for the highest raw scores.

SIMPSON, ROBERT G., & EAVES, RONALD C. The concurrent validity of the Woodcock Reading Mastery Tests relative to the Peabody Individual Achievement Test among retarded adolescents. *Educational and Psychological Measurement*, Spring 1983, *43*, 275-281.

Endeavors to ascertain the concurrent validity of the *Woodcock Reading Mastery Tests* (WRMT) and the *Peabody Individual Achievement Test* (PIAT) with mentally retarded adolescents. Both instruments were administered to 33 males and 23 females who ranged in age from 12-3 to 17-4 with a measured IQ that ranged from 51 to 75. Twelve partial correlation coefficients were calculated for the total sample. In addition, partial correlation coefficients were determined for subsamples of males, females, blacks, and whites. Scores on the PIAT reading and spelling subtests were correlated with scores on the WRMT subtests which were designed to measure similar skills. The presence of relatively high and positive partial coefficients of correlation between appropriate subtests supported the concurrent validity of the WRMT relative to the PIAT and to criterion variables. Grade equivalents were higher on the PIAT than on the WRMT.

WATKINS, DAVID, & ASTILLA, ESTELA. Some evidence on the reliability and validity of the Biggs Study Process Questionnaire with Filipino children. *The Australian Journal of Education*, April 1982, *26*, 104-106.

Conducts an investigation into the reliability and validity of the high school version of the *Study Process Questionnaire* (SPQHS) with 149 male and 126 female fourth (and final) year students attending a private secondary school in the central Philippines. IQs (based on the *Otis-Lennon Abilities Test*) and grades on a subsequent school examination were obtained from the school files. Satisfactory scale internal consistency reliability coefficients were found and significant coefficients with school grades detected (but not IQ) for two of the three SPQHS scales. However, factor analysis failed to support the three-dimensional model of the SPQHS.

DAPPEN, LEON, & REYNOLDS, CECIL R. Factorial validity of the 1976 edition of the Metropolitan Readiness Tests for males and females. *Psychology in the Schools*, October 1981, *18*, 413-416.

Administers the *Metropolitan Readiness Tests* (MRT) to 205 boys and 203 girls early in grade one to determine whether the test consists of multiple factors or a single readiness factor and whether the factor or factors were consistent across sex. Raw scores from the eight MRT subtests were submitted to factor analysis procedures. Only 18% of the pupils in this study scored below the mean of the standardization sample. Only slight differences between the performance of boys and girls in this study were found. A single factor, termed General Readiness, best described the battery of subtests. The factor was determined to be invariant across sex when separate analyses for boys and for girls were compared.

SHARPLEY, CHRISTOPHER F. The Daniels and Diack Standard Reading Test: Some local norms and comments. *Reading Education: A Journal for Australian Teachers*, Autumn 1983, *8*(1), 51-54.

Reports some local Australian norms based on 519 children who took the *Standard Reading Tests*. Children were grouped by three-monthly groups for chronological age into 11 groups from ages 5-10 to 9-0. The range of scores in each age group from ages 6-1 to 7-9 indicated marked variability. There was no consistent gradual mean change over age for the 11 age groups. However, two distinct jumps in reading performance occurred, one at 6-1 and one at 7-1. The author questions whether the jump was one in reading performance or whether it was an artifact of the test. Questions are also raised as to whether reliable decisions can be drawn from the published norms or the local norms collected in this study.

SCHELL, LEO M. How accurate are oral and reading tests? *Reading World*, December 1982, *22*, 91-97.

Examines two kinds of error in the results of oral reading inventories: examinee fluctuation (test reliability), and examiner sensitivity (interscorer reliability). The Standard Error of Measurement on two standardized oral reading tests was examined. Scoring of two reading test passages done by 24 professors and 73 graduate students was analyzed. The two test passages were patterned very closely after the way these passages were read by two real children. The protocols of the passage deemed easy-to-score were given a score of 88% for word recognition accuracy by 14 of the professors and three of the teachers. Five professors scored it as 91% accurate, and 67 of the teachers as 86% accurate. On the hard-to-score protocols, for professors, word recognition scores ranged from 93% (N = 1) to 86% (N = 15); for teachers, the range was from 90% (N = 3) to 86% (N = 1) with 69 scoring the protocols 88% for accuracy. Comprehension scoring was somewhat more widely spread.

IRWIN, PI A., & MITCHELL, JUDY NICHOLS. A procedure for assessing the richness of retellings. *Journal of Reading*, February 1983, *26*, 391-396.

Describes the development and testing of a holistic approach for evaluating student oral retellings of narrative and expository matter previously read silently. The system was used in evaluating oral retellings of 24 student tenth-graders, each of whom had read both a short story and an expository passage. The 48 oral retellings were rated by 10 teachers utilizing a checklist of characteristics of richness of retelling. Following a trial run and additional training of raters, 87.5% agreement was achieved with the researchers' ratings; the percentage was identical for the retellings of both expository and narrative materials. Urged that caution be exercised in using the checklist because retellings vary with such factors as: 1) age, development, and proficiency of the reader, 2) form of retelling, and 3) text structure and content.

WALLBROWN, FRED H.; LEVINE, MARY ANN; SINGLETON, BARBARA A.; & ENGIN, ANN W. Normative data and reliability estimates for eight dimensions of reading attitude. *Psychology in the Schools*, July 1981, *18*, 269-273.

Collects and presents normative data and reliability estimates for the third experimental edition of the *Survey of Reading Attitudes*. The sample for the study was 159 grade five and 156 grade six pupils from a rural area in Northeastern Ohio. Most children were from blue collar families; all were white. The Survey consists of 92 Likert-type items designed to assess eight dimensions of reading attitude. Coefficient alpha reliabilities on the eight dimensions ranged from .74 for Reading Group to .89 for Reading as Enjoyment. Six of the eight coefficients fell below .80.

WALLBROWN, FRED H., & WISNESKI, PHILLIP D. Normative data for eight dimensions of reading attitude. Part II—inner-city remedial readers. *Psychology in the Schools*, October 1981, *18*, 408-412.

Continues a series of reports presenting aspects of normative data on the *Survey of Reading Attitudes*. For this effort, 90 inner-city grade five pupils from seven schools in one city were used. All students were diagnosed as having a reading problem on the basis of teacher judgment and scores on the comprehension subtest of the *Stanford Diagnostic Reading Test* and all were receiving remedial reading instruction. Coefficient alpha reliability estimates for the eight dimensions of the Survey ranged from .67 for Alternative Learning Modes to .89 for Expressed Reading Difficulty. Six of the eight dimensions registered coefficients ranging from .67 to .76.

Wallbrown, Fred H., & Blaha, John. Behavioral correlates for eight dimensions of reading attitude. *Measurement and Evaluation in Guidance*, October 1981, *14*, 158-167.

Reports on the relationship of survey scores on the second edition of an unpublished reading attitude instrument, and teacher ratings of classroom behavior as measured by the *Devereux Elementary School Behavior Rating Scale* (DESB). Subjects were 198 fifth grade children, evenly divided as to gender, from four elementary schools in the inner city schools of Detroit. The survey was group administered orally through the text available in the test booklet. The responses were recorded in a five-part Likert scale. The teachers rated student behavior. The regression equation included three behavioral categories from the DESB, about 16% of the criterion variance. Discussion of the results of such regression of reading attitude scores on DESB is cautiously sceptical because the authors maintain that the accuracy of the students self-perception must somehow be estabished through other as yet undetermined sources.

Wallbrown, Fred H., & Wisneski, Philip D. Test-retest reliability estimates for eight dimensions of reading attitude. *Psychology in the Schools*, July 1982, *19*, 305-309.

Obtains reliability data on the eight attitudinal dimensions of the *Survey of Reading Attitudes*. The Survey was administered to 63 black and 5 white grade 4, 5, and 6 children in one inner-city elementary school. Test-retest interval was seven days. On five attitudinal dimensions, reliability estimates were .90 or above; for three dimensions, estimates between .82 and .89 were noted.

Wallbrown, Fred H., & Cowger, Doris. Normative data for eight dimensions of reading attitude, Part III—suburban parochial school students. *Psychology in the Schools*, January 1982, *19*, 45-48.

Expands the normative data on the *Survey of Reading Attitudes* by administering the instrument to 235 pupils in grades 4, 5, and 6. Means, standard deviations, standard errors of measurement, and coefficient alpha reliability estimates for the eight dimensions of attitude included in the Survey are reported. Reliability estimates ranged from .71 for Alternative Learning Modes to .89 for Reading as Enjoyment.

Dryden, Beverly J. The development of a diagnostic reading attitude assessment for grades two through five. *Reading Improvement*, Fall 1982, *19*, 173-182.

Describes the development of a valid self-reporting group diagnostic reading attitude assessment which would measure instructional and recreational reading attitudes of children within a school setting. Subjects involved were second through fifth graders in public schools. A total of 634 pupils took the assessment. Of this number, 346 were boys and 288 were girls. The instrument sought to identify: attitudes concerning reading tests, participation in a reading group, doing reading workbook assignments, listening to and following directions, doing reading seat-work, reading aloud, and recreational reading in the classroom and library. Tests of reliability and construct validity suggested that the *Diagnostic Reading Attitude Assessment* is an appropriate instrument to use with elementary school children.

Van Demark, Ann Ahlstrand; Lemmer, Elaine C.J.; & Drake, Martha L. Measurement of reading comprehension in aphasia with the RCBA. *Journal of Speech and Hearing Disorders*, August 1982, *47*, 288-291.

Addresses the issues of reliability and validity of the *Reading Comprehension Battery for Aphasia* (RCBA) and compares two methods of scoring it. Twenty-six aphasic adults participated in various portions of the study. All were enrolled in or had applied for admission to a residential aphasia clinic. The RCBA was administered twice to 14 subjects within a time interval ranging from 24 to 48 hours. The remaining 12 subjects entered the program after the test-retest reliability data had been collected and took the RCBA only once. The *Gates Silent Reading Test* was given to the 14 subjects who took the RCBA twice, and 23 of the subjects were given the Reading Comprehension subtests of the *Porch Index of Communicative Abilities* (PICA). The test-retest reliability coefficient was .94; Kuder-Richardson coefficient, computed for the first administration of the RCBA for 26 subjects, was .96. Validity was established by comparing RCBA results with those on the Gates and with the combined scores on the two PICA subtests which assess reading comprehension. Coefficients were r = .80 for Gates-RCBA scores, and r = .87 for PICA subtest-RCBA scores. The right-wrong scoring procedure and the multidimensional scoring system were used. The coefficient obtained between the scores for the two scoring methods was .93. Order of subtest difficulty on the RCBA was consistent for the entire group and did not vary significantly for fluent and nonfluent aphasics. Both auditory comprehension and overall severity of aphasia correlated significantly with reading comprehension.

V-13f Testing practices/test uses

Readence, John E., & Moore, David W. Why questions? A historical perspective on standardized reading comprehension tests. *Journal of Reading*, January 1983, *26*, 306-313.

Reflects on the early history of test development in reading and delineates three major types that emerged: reproducing a passage; solving written puzzles, and answering questions. This review described selected tests that represent these formats, discussing problems inherent in each, in a historial perspective that illustrated how the early test designers concentrated on objective and convenient measurements at the expense of providing a complete picture of students' comprehension abilities. By 1930, answering questions had become the predominant means to assess comprehension because it offered the most convenient, economical, and objective format for assessing reasonable types of comprehension. Later developments, such as ease of computerized scoring, aided in insuring continued use of the question format. The authors note that this manner of assessment does not tap students' total comprehension abilities.

Friend, Peter. The use of reading tests in primary schools: a progress report. *Reading*, July 1981, *15*(2), 15-20.

Reports a questionnaire study of testing for reading in 183 first, lower, infant, primary, junior, and middle schools in England, which concerned itself with such matters as school type, whether published reading tests were used, which tests of attainment and diagnosis were used, when and how often they were administered, by whom they were administered, the reason(s) why they were administered and the criteria used for administering diagnostic tests, with faults most commonly revealed, and what subsequent action was taken. The results showed that 96% of the schools used published tests of reading, and that the *Schonell Graded Word Reading Test*, the *Holborn Reading Scale*, and the *Burt Word Reading Test* were outstandingly popular. Thirty percent of the responding schools used no diagnostic test of reading, relying on the Peripatetic Remedial Reading Service, a group of specialist teachers who advised and taught in the schools. The most popular diagnostic tests were *Daniels and Diack's Standard Reading Tests* and the *Neale Analysis of Reading Ability*. It appeared evident that the main faults looked for in children's reading by the schools using the tests, were those in phonic skills.

McKenna, Michael C. Informal reading inventories: A review of the issues. *The Reading Teacher*, March 1983, *36*, 670-679.

Reviews the extant literature, including research, and discusses issues related to informal reading inventories (IRIs). Among other issues discussed include those dealing with passage readability, choice of questions, passage dependency, scoring criteria, allowable miscues, and word lists. The author notes that while many of the problems confronting IRI users cannot be remedied at this time, many are common to reading assessment in general, and all can be mitigated if they are recognized and approached on the best available advice.

Kavale, Kenneth A.; Alper, Arthur E.; & Purcell, Luann L. Behavior disorders, reading disorders and teacher perceptions. *The Exceptional Child*, July 1981, *28*, 114-118.

Explores the relationships among behavior disorders (BD), reading disorders (RD), and teacher perceptions. Eight classroom teachers and a five-member screening committee were asked to screen 43 junior high school students who had been referred for special education evaluation. The *Power-Lambert Teacher Rating Scale* was the BD screening measure. Reading achievement data were obtained from the *Scott-Foresman Inventory Survey* (Upper Grades). Results indicated a high proportion of agreement between teacher and screening committee ratings of BD when there was no indication of reading disability. For the students rated as BD who also manifested RD, there were differences between teaching and screening committee ratings. Teachers tended to rate more students as BD in the presence of a RD.

Goh, David S.; Teslow, Christine J; & Fuller, Gerald B. The practice of psychological assessment among school psychologists. *Professional Psychology*, December 1981, *12*, 696-706.

Queries school psychologists by questionnaire in five national regions of the country to ascertain facts concerning psychological assessment practices areas: intelligence; achievement—general; achievement—specific; perceptual functioning; personality; behavior rating; preschool evaluation, and vocational interest. The 274 respondents named the specific instruments most frequently used in the psychological and educational realms typically assessed. Included is a list of the most frequently used reading tests.

Naglieri, Jack A., & Kamphaus, Randy W. Interpretation of academic strengths and weaknesses on the Peabody Individual Achievement Test. *Psychology in the Schools*, October 1981, *18*, 417-419.

Reports a new method of determining academic strengths and weaknesses on the five *Peabody Individual Achievement Test* (PIAT) subtests and average scores for grades K-12 which differs from the pairwise comparisons of subtest scores suggested in the PIAT manual.

V-14 Instructional time

Fontes, Patricia J.; Kellaghan, Thomas; & O'Brien, Maeve. Relationships between time spent teaching, classroom organization, and reading achievement. *The Irish Journal of Education*, Summer & Winter 1981, *15*, 79-91.

Reports on the relation between reading achievement in Irish and in English and two variables, organization for learning and amount of time spent teaching English reading and Irish reading. Questionnaires and test data were completed by and received from 100 teachers of sixth-standard children. Questionnaires required teachers to estimate the number of hours spent teaching English reading and Irish reading and also to indicate the percentage of class time spent at each of the following: 1) whole class, 2) small groups working at teacher prescribed work, 3) small groups working at self-selected tasks, and individual pupils working, 4) at teacher prescribed work, or 5) at self-selected work. The *Drumcondra English Test*, the *Drumcondra Irish Test*, and the *Drumcondra Verbal Reasoning Test* were administered. Average time per week spent in teaching Irish reading was about 5½ hours; average time spent teaching English and reading was about 5 hours. Scores on the reasoning test were more highly correlated with English reading (r = .85) than with Irish reading (r = .66). Time spent teaching Irish reading correlated .25 with Irish reading scores; time spent teaching English reading correlated -.23 with English reading scores. On the average, teachers reported that they spent 60% of their time with whole class instruction, 23% on individual work, and 17% on small group work.

V-15 Technology and reading instruction

Craig, Elaine, & Gordon, Elaine. Educational applications of the teletext medium. In Malcolm P. Douglass (Ed.) *Claremont Reading Conference Forty-Sixth Yearbook*, 1982, 204-209.

Describes a widespread field trial over public television and major commercial networks using teletext. The program integrates teletext materials with current instructional programming, using children in grades four and six. Evaluative data are not presented, but the authors note that they have found that children are motivated to engage the teletext materials if they are presented in a clear and interesting manner.

Schuelke, David, & King, D. Thomas. New technology in the classroom: Computers and communication and the future. *T.H.E. Journal*, April 1983, *10*(6), 95-99.

Reviews the research in computer-assisted instruction (CAI). Reading comprehension and skills is included as one of the topic headings. The research reviewed revealed that CAI does not universally show improvements in learning over conventional approaches, but there is some marginal improvement in reading comprehension. The authors note that recent research shows considerable improvements in the teaching of literacy with the full utilization of CAI programs.

Ballas, Marilyn S. Computer drill and practice make the grade. *ETS Developments*, May 1982, *28*(1), 5-8.

Relates that in a four-year longitudinal study at least one-half of the students enrolled in each of four participating schools in the Los Angeles Unified School District received regular drill-and-practice instruction with materials prepared by the Educational Testing Service in one of the four Computer-Assisted Instruction (CAI) curriculums: mathematics (grades 1-6); reading (grades 3-6); language arts (grades 3-6); and reading for comprehension (final year only). The focus was on how CAI drill-and-practice, which reinforced classroom work, helped the weaker student learn the basic skills. Data collected revealed that in both its accessibility and its results, CAI in math was quite effective as it adapted to all ability levels and provided effective drill and practice in computation in all grades. Results of the reading studies, however, were quite different. CAI produced significant differences in grades 4 and 6 on curriculum specific tests in reading. There were also significant gains in vocabulary as measured by an unspecified standardized test. For measured comprehension there was a small positive treatment effect on the first year and a subsequent negative treatment effect. For the final year of the study, a newer reading for comprehension curriculum was evaluated along with the original curriculum. In this limited one-year study, students assigned to the new curriculum did better than those assigned to reading, math, or language arts, both on the standardized reading comprehension and language expression subtests.

KIRBY, JOHN R., & DAVIS, TERRI. Television and radio as distractors for good and poor readers. *Reading Education: A Journal for Australian Teachers*, Spring 1982, 7(2), 5-10.

Simulates conditions under which many students were believed to study at home. Commercial radio and television broadcasts were selected that were popular with students, and representative of programs available in the afternoon, in the belief that this was the time in which studying took place. Sixty grade six boys and girls from three classes in the same primary school in Newcastle, Australia, were assigned to high and low ability groups on the basis of reading scores from the *Gapadol Reading Comprehension Test*. High ability were those with reading ages of 12-8 years or more and low ability were those with reading ages less than or equal to 9-8 years. In the Television Condition, a passage was read while a television played a popular cartoon show. In the Radio Condition subjects read while listening to a commercial radio station. Control Condition students read under normal classroom circumstances. Half of the subjects in each group were tested immediately for comprehension, and half tested after a lapse of two hours. Results indicated that high ability readers performed better than those of lower ability. Subjects in the Control Condition were better than those in the Radio Condition, who performed better than those in the Television Condition. Television was particularly disruptive for the poor readers. Delay of testing had no significant effect.

GADZELLA, BERNADETTE M. Computer-assisted instruction on study skills. *Journal of Experimental Education*, Spring 1982, *50*, 122-126.

Investigates the effectiveness of the CAI study skills program on student's behaviors and attitudes as measured by a study skills inventory, the Survey of Study Habits and Attitudes (SSHA). Students in several undergraduate psychology classes who volunteered to participate (N = 196) were randomly assigned to control and experimental groups and were given written statements indicating the activities required to be completed at different times during the semester. Subjects were administered the SSHA three times during the semester (beginning, middle, and end). Identifications of each of the experimental students were entered into the computer so that only those students could access the CAI study skills program, one module of which was completed each week for 13 weeks. Two modules were on orientation to campus, the next 10 were on effective study skills and attitudes and the last reviewed the contents of the previous 12 modules. Each module written in a simple linear program could be completed in 35 to 40 minutes. From the SSHA a 100-item self reporting inventory was constructed of four primary scales: Delay Avoidance (DA), Work Methods (WM), Teacher Approval (TA), Educational Acceptance (EA); and three summated scales: Study Habits (SH = DA + WM); Study Attitudes (SA = TA + EA); and Study Orientation (SO = DA + WM + TA + EA). Trend analysis was used to analyze the data for each of the SSHA scales. The groups were treated as main effects and their three beginning, middle, and end responses were treated as trials. The data on the two groups differed significantly on only one scale, TA. Though the experimental group's response was lower than the control's on first trial it obtained a higher averaged mean over the three trials than the control group. Thus the experimental subjects were said to have higher impressions of their teacher than the control group had. Trial differences for beginning, middle, and end, averaged over the two groups, were shown to be statistically significant on all scales with only two exceptions, but in each case the averaged scores on consecutive trials were consistently higher.

BOEN, LINDA L. CDI: It teaches. *T.H.E. Journal*, Spring 1982, *10*(1), 102.

Reports briefly the results of a study comparing Computer-Directed Instruction (CDI) with the traditional method of teaching study skills. Subjects were 32 college undergraduates, randomly assigned to a treatment or comparison group following a pre-treatment phase. Content of the study skills lessons was identified, but the means of delivery varied. The comparison group received two hour-long lectures; the treatment group received the information via CDI. The results of a test (not described) favored the CDI group.

LEVIN, ROBERT, & DOYLE, CLAIRE. The microcomputer in the writing/reading/study lab. *T.H.E. Journal*, February 1983, *10*(4), 77-79, 100.

Presents a description and descriptive evaluation of computer-assisted instruction (CAI) in a community college learning lab. Software programs in vocabulary, grammar, sentence building, and reading rate and comprehension were employed. Student evaluation of the lab component of reading courses are reported as ranking time spent with CAI programs as the most rewarding and enjoyable.

V-16 Characteristics of effective schools

MANGIERI, JOHN, & CORBOY, MARGARET. Quality reading programs—What are their ingredients? NASSP (*National Association of Secondary School Principals*) *Bulletin*, December 1981, *65*, 62-66.

Studies more than 200 school district K-12 reading programs throughout the country reported as being highly effective or or a quality nature in an effort to discern common elements. In addition to reading literature related to the programs, where possible, on-site visitations and/or telephone interviews were conducted. Seven common factors were found to exist: the comprehensive nature of the program; organization to promote continual and optimal achievement; instruction which is learner-oriented; adequate assistance provided to students, teachers, and admistrators; emphasis on producing students who do read; support by the community and parents; and regular assessment by both intraschool personnel and outside individuals.

LEVINE, DANIEL U., & STARK, JOYCE. Instructional and organizational arrangements that improve achievement in inner-city schools. *Educational Leadership*, December 1982, *40*(3), 41-46.

Reports a study of three school districts implementing programs that promise to improve academic achievement and create more successful inner-city schools. Two of the districts are using the Chicago Mastery Learning Reading Program, while Los Angeles has developed a schoolwide approach to improving achievement. Reading scores in all schools had shown a dramatic upswing. Schools visited had six major instructional characteristics in common: 1) curriculum and instruction were aligned to improve the appropriateness of instruction with particular attention being paid to effective spacing of instruction; 2) more effective arrangements were made to deal with the learning problems of low-achieving students; 3) greater emphasis was placed on teaching higher-order cognitive skills; 4) assured availability of teaching resource materials; 5) minimal record keeping for teachers; 6) improving the quality of homework and increasing parent involvement in students' learning. Schools exemplified three major characteristics involving organizational processes and arrangements: 1) instructional planning that emphasized grade-level decision-making; 2) supervision which had become much more outcome-based; 3) comparative monitoring of classroom progress that was emphasized as part of the decision-making process in some schools. In schools visited two important leadership characteristics were manifested: 1) administrators were supportive of teachers and skilled in providing a structured institutional pattern; and 2) administrators were willing and able to interpret rules in a manner that enhanced rather than hindered or reduced the effectiveness of the institutions.

ANDERSON, SANDRA LEE. Turning around junior highs in the District of Columbia. *Educational Leadership*, December 1982, *40*, 38-40.

Reports on a superintendent-mandated program to improve achievement scores in reading and mathematics in junior high schools of D.C. where ninth graders had scored around 7.0 on standardized tests since 1973. Surveys of teacher and administrative opinion on causative or corrective factors revealed a range and included seriousness about study, smaller classes, adequate take-home and study materials, and reports of effective schools. Test scores were examined to locate effective schools. Only one nonaffluent school had scores above the material norm. In this school, ninth graders' reading scores improved from 6.8 to 10.4 and mathematics from 6.4 to 10.2 from 1978 to 1980. Findings of the California Beginning Teacher Evaluation Study on Academic Learning Time were adapted to increase student learning, to reduce all distractions to instruction, and to include diagnosing and prescription of appropriate instruction, and insuring appropriate motive for homework. Principals and teachers were instructed. Parental agreements were worked out and signed by 45% of parents. Motivating activities were devised. Despite a series of new superintendents, student scores continued to improve to 7.9 in reading and 8.7 in mathematics in 1981-82.

PURKEY, STEWART C., & SMITH, MARSHALL S. Too soon to cheer? Synthesis of research on effective schools. *Educational Leadership*, December 1982, *40*(3), 64-69.

Examines clusters of research studies that have received most attention in school effectiveness literature: 1) outliner studies; 2) case studies; 3) program evaluation studies, and 4) other studies. Observed that one major strategy of school effectiveness research has been to statistically determine highly effective schools (positive outliers) and unusually ineffective one (negative outliers). Criticizes such studies for the narrow and relatively small samplings utilized, errors in identifying such schools, and inappropriate comparisons. Case studies were viewed as varying in quality of methodology and clarity of reporting and often reflecting a relatively small sampling, but they did indicate a commonality of findings and their similarity to other kinds of studies increased their credibility. Examined program evaluation efforts and concluded by and large they were methodologically stronger than the two previous categories of studies. In the category other studies, of particular interest were those features of private schools that were hypothesized as accounting for their superiority. Data indicated that school-level factors can promote learning in the classroom. General criticisms of research in effective school characteristics were pointed out, and suggestions made for improving the research. It is argued that a cultural approach to school improvement is needed.

MCPHAIL, IRVING P. Toward an agenda for urban literacy: The study of schools where low-income black children read at grade level. *Reading World*, December 1982, *22*, 132-149.

Reviews recent literature investigating and identifying common factors in the reading programs of successful inner-city schools. Particular emphasis is given to a critical evaluation of Weber's study of four inner-city schools where the majority of third-graders were reading on grade level. The study identified eight success factors common to the four schools but not usually present in unsuccesful inner-city schools. These were strong leadership, strong emphasis on reading, additional reading personnel, use of phonics, individualization, and careful evaluation of pupil progress. Non-essential school level factors were small class size, achievement grouping, high quality of teaching, school personnel of same ethnic background as the pupils, preschool education, and outstanding physical facilities. Information from other research is also cited, and the article ends with an agenda for urban literacy which includes directions for needed research.

VI. Reading of atypical learners

VI-1 Visually handicapped

BRADSHAW, JOHN L.; NETTLETON, NORMAN C.; & SPEHR, KAREN. Braille reading and left and right hemispace. *Neuropsychologia*, 1982, *20*, 493-499.

Seeks to determine the robustness of left-hand superiority with 12 adult blind subjects (six male; six female) engaged in braille reading tasks involving list-searching. In addition, the researchers compared the effects of tasks designed differentially to engage phonological or semantic processing mechanisms (i.e., more or less likely to engage the left hemisphere language system) and compared hand superiorities when the operating hand was in epislateral (out from the body) or contralateral (across the body) hemispace. All subjects were timed on six types of experimental lists, two requiring detection of female names in a list of male names and vice versa, two requiring the detection of vowels in consonant strings and vice versa, and two lists requiring the detection of specific letters among four-letter strings. The latter lists were termed the letter-sound task. There were four experimental hand positions: left hand uncrossed, right hand uncrossed, left hand crossed (i.e. in right hemispace) and right hand crossed (i.e. in left hemispace). Analysis of variance revealed only one significant factor, Task ($F(2, 20) = 35.2$, $p < .001$), with the names-search task proving the easiest and the letter-sound task the most difficult or slowest. No other main effects or interactions even approached significance. There was no evidence of either a general left-hand preference or an overall left-hand superiority. Neither the magnitude nor the direction of hand superiorities changed when hands were tested in contralateral hemispace. Inspection of individual performance revealed idiosyncratic hand and hemisphere differences which remained largely consistent across tasks.

BARTH, JOHN L. The development and evaluation of a tactile graphics kit. *Journal of Visual Impairment and Blindness*, September 1982, *76*, 269-273.

Describes the development, evaluation, and testing of a kit which included tools and information for aiding the construction of readable tactile graphic displays for the blind and visually handicapped. Tactile graphic displays, including nontext materials such as maps, graphs, diagrams, and charts are often referred to as raised line drawings. The technique associated with the kit relies on aluminum foil embossing, which can in turn be used as a "master" for further duplication. The kit contains three types of symbols (point, linear, and areal), embossing tools, and a guidebook. Field evaluation with 10 practitioners resulted in revisions of the guidebook and minor modifications of certain embossing tools. Legibility testing with 60 braille readers, grades 4-12, resulted in the identification of seven point symbols, seven linear symbols, and four areal symbols which met a discriminability criterion of 95% or better. Subjects also successfully interpreted both the directional lines and the orientation of a staircase symbol useful in mobility maps.

DOORLAG, DEANNE M., & DOORLAG, DONALD H. Cassette Braille: A new communication tool for blind people. *Journal of Visual Impairment & Blindness*, April 1983, *77*, 158-161.

Describes the implementation and evaluation of cassette braille in a pilot project. Preliminary findings indicate that junior and senior high school students (N = 3) using cassette braille were able to read and write at a faster rate than when they used paper braille. The equipment (Versabraille) operated quietly and easily, and aided the storage, editing, retrieval, and interpretation of information. Users (students, teachers, braille typists) found the equipment to be easier to operate than the mechanical brailler. Users also rated the system positively, and maintained their interest in continuing to work with the equipment. Limited amounts of available recorded material, initial cost, sensitivity to breakage, and weight may be considered problem areas with the Versabraille system.

BRUSCIA, KENNETH E., & LEVINSON, SANDRA. Predictive factors in Optacon music-reading. *Journal of Visual Impairment and Blindness*, October 1982, *76*, 309-312.

Explores the extent to which speed in reading music with the Optacon is related to specific musical score and subject variables. Subjects were seven legally blind individuals (aged 10 to 24 years) with previous musical instrument experience, knowledge of musical concepts and terminology, and the ability to use the Optacon for reading word print. Subjects received private instruction and progressed through the curriculum at their own pace. Results indicated that speed in Optacon music-reading is influenced in most instances by aspects of the music itself (e.g., score and figure variables) rather than by subject variables (e.g., age, word-reading speed, or amount of learning time). Above all, the subjects demonstrated that with systematic instruction, blind individuals can accurately read various types of musical scores with reasonable speed. Due to the small sample, the authors suggest that the findings be accepted as indicative rather than conclusive.

TERZIEFF, IVAN; STEGG, VAUGHAN; & ASHCROFT, S.C. Increasing reading rates with the Optacon: A pilot study. *Visual Impairment and Blindness*, January 1982, *76*, 17-22.

Assesses the effect of three intervention strategies on the oral reading and error rates of nine blind adults, aged 22 to 49, using an Optical to Tactile Converter, the Optacon. The three instructional strategies were based on rate-enhancing materials emphasizing 1) the structure of language; 2) the cloze procedure; and 3) auditory pacing using prerecorded cassette tapes. Participants received one hour of practice and one hour of instruction for each of 24 weeks of intervention. Weekly tape recorded samples of oral reading provided the index of reading rate, error rate, and number of errors. Marked increases in oral reading rates were observed across subjects. In addition, the mean number of errors decreased significantly during intervention. Mean error rate, however, was negatively affected by intervention. Because of procedures employed, no differential effect of any intervention phase could be determined.

KOENIG, ALAN J., & REX, EVELYN J. Assessment of Optacon reading: A preliminary investigation. *Journal of Visual Impairment & Blindness*, February 1983, *77*, 56-60.

Reports development and pilot testing of an experimental instrument to assess Optacon reading performance—specifically, to measure levels of letter recognition, word recognition, literal comprehension, and rate of reading. Word recognition and comprehension tests were modifications of the *Woodcock Reading Mastery Test* and the *Gray Oral Reading Tests*. Content validity was established through a five-part questionnaire of 12 Optacon reading specialists. Nine usable responses to the questionnaire yielded mean ratings ranging from 3.4 to 3.7 for the four subtests. Subjects for the pilot study were 12 students, aged 11 to 18, enrolled in programs for the visually handicapped who were currently receiving Optacon instruction and who were free of additional handicaps. Parallel forms of the instrument were administered to six subjects. Only partial results were obtained for the remaining six subjects due to scheduling difficulties. Reliability coefficients for the Letter Recognition subtests were .74 (for lower case), .79 (for upper case), and .77 (for mixed). Coefficients of .97 and .98 were obtained for the Word Recognition subtest, during conditions of: 1) subject reading during subject-tracking; and 2) subject reading during examiner-tracking, respectively. The correlation coefficient for literal comprehension under the subject-tracking condition was .32, suggesting that this subtest had low reliability. A coefficient of .79 for rate of reading (for subject-tracking) reflects a relatively consistent reading speed as measured by the subtest. For examiner tracking, the coefficient for comprehension was .29, and for rate, .80.

LACKEY, GEORGE H.; EFRON, MARVIN; & ROWLS, MICHAEL D. For more reading: Large print books or the Visolett? *Education of the Visually Handicapped*, Fall 1982, *14*, 87-94.

Compares the amount of reading done by a group of 55 partially sighted students using large print with the amount of reading they did in the same period using a low vision aid, the Visolett. The Visolett is an aspheric lens which lies flush on the reading material, produces a 1.7 magnification, and amplifies existing light. Subjects were divided into two age groupings (elementary and junior high) which alternately used large print and Visolett for eight weeks each. The total number of books and pages read by the subjects while using each of the magnification modes both in and out of school was compared statistically. Elementary students read significantly more total books and school books using the Visolett than using large print texts, and junior high students read significantly more total pages using the low vision aid, Visolett.

ZABEL, L.; BOUMA, H.; & MELOTTE, H.E.M. Use of the TV magnifier in the Netherlands: A survey. *Visual Impairment and Blindness*, January 1982, *76*, 25-29.

Reports a survey of 280 blind adults conducted by the Dutch Association for the Blind to evaluate the usefulness of the TV magnifier as an optical aid. A questionnaire survey was designed to elicit the following relevant information: personal data, frequency of use of the aid, duration of its use, technical aspects, and use of other reading aids. Thirty users, representing all age groups included in the total sample who had indicated they were highly motivated to use the aid, were visited at home, school, and at work to observe their use of the TV magnifier. Results indicated that the majority of users (98%) in the 20-45 year-old age group regarded the magnifier as a useful aid. This age group also contained the most people who stated they used the equipment for their occupation. The visual disorder most frequently named by the subjects was retina defects (35%); 45% of the respondents could not name their visual disorders. The majority of respondents (75%) used the TV magnifier daily. The average daily use increased with age. Uses of the magnifier included the reading of text, writing, and looking at photos. Recommendations for improvements in design and use of the magnifier are included.

PRING, LINDA. Phonological and tactual coding of Braille by blind children. *British Journal of Psychology*, August 1982, *73*, 351-359.

Presents results of two experiments designed to investigate phonological and tactual coding in oral braille reading by 12 congenitally blind students (mean age = 12-3 years) from a residential school for the blind. In Experiment 1, the eight boys and four girls read aloud two lists of word pairs. The second or 'target' word of each pair was the same in both lists (e.g., *on*). However, on the first list, the *congruent* list, the phonology and orthography of the first word of the pair (e.g., *sun*) provided no inconsistency with the target word (sun-on), whereas in the second or incongruent list, the preceeding word was similar in orthography but inconsistent in phonology with the target word (*son-on*). Subjects named the target words faster on the congruent list, revealing a phonological effect. Because irregular words were read aloud correctly, it was assumed that blind children achieve access to their lexicon through the tactual code. In Experiment 2, the children read aloud 26 words, half of which were regular in terms of phoneme-grapheme correspondence, while half were irregular. The two groups of words were matched in pairs for initial phoneme, number of braille symbols, word frequency, and part of speech. Results indicated that the irregular words took longer to name than regular words, suggesting that blind children show phonological interference effects.

KRUEGER, LESTER E. A word-superiority effect with print and braille characters. *Perception and Psychophysics*, April 1982, *31*, 345-352.

Tests through a series of three experiments whether letter search would be faster through words than through nonwords with braille (tactual presentation). In Experiment 1, seven blind adults, aged 19 to 30, searched through 18 displays of 25 words or nonwords to find a target letter. A target letter appeared either zero or one time in each display. Most subjects in Experiment 1 searched 10% faster through word than nonword displays. The researcher concluded that braille, like print, is processed neither entirely holistically nor in an entirely analytical manner. Experiment 2 investigated whether a word advantage would hold with a new set of words and nonwords in print characters and with one, two, or three target letters to be located. Words with letter patterns that form contractions in grade 2 braille were excluded. Twenty-four undergraduates with normal vision had mean search times that were significantly less for words. Experiment 2 also confirmed that memory set size had a significant effect, but that the time savings for words does not vary when the number of predesignated target letters is varied. The researcher concluded that the word advantage is at encoding rather than comparison levels. Experiment 3 used braille displays to test 11 blind adults, aged 20 to 53, on Experiment 2 words, using only one target. As before, both words and nonwords contained no spelling pattern that formed contractions in grade 2 braille. Letter search was significantly faster through words and the percentage of time saving averaged 15% overall.

KRUEGER, LESTER E., & WARD, MARJORIE E. Letter search by braille readers: Implications for instruction. *Journal of Visual Impairment & Blindness*, April 1983, *77*, 166-169.

Reviews recent evidence on the speed and accuracy of letter search through braille words and nonwords (nonsense collections of letters), discusses the educational implications of these findings, and describes possible educational applications in the form of letter-search activities. The evidence presented indicates that braille letters, like print letters, are detected more rapidly and accurately in words than in nonwords. The authors suggest that practice recognizing letters in real words, phrases, and sentences will enhance reading skill.

VI-2 Hearing impaired

GORMLEY, KATHLEEN A. The importance of familiarity in hearing-impaired readers' comprehension of text. *The Volta Review*, February-March 1983, *84*, 71-80.

Investigates the influence of prior knowledge (familiarity) on the comprehension of third grade level passages by 15 hearing-impaired second grade level readers. Subjects were divided into older (10-15 years) and younger (6-8 years) groups. Prior knowledge was determined by explicit, text-based prequestioning. After assessing prior knowledge, students read silently two familiar and two unfamiliar randomly presented, structurally equivalent paragraphs. After each silent reading, students retold each selection and answered probe questions. Results showed that older and younger students had similar prior knowledge and patterns of responses. Familiarity did, however, differentiate students as they recalled familiar paragraphs better than unfamiliar ones. Retelling produced more actual text information, while probes elicited more nonexplicit information.

GORMLEY, KATHLEEN A. On the influence of familiarity on deaf students' text recall. *American Annals of the Deaf*, December 1981, *126*, 1024-1030.

Examines the influence of prior knowledge on 15 prelingually deaf students' comprehension. All subjects read at the third-grade level on the *Peabody Individual Achievement Test*; however, because of the age range of subjects, six were identified as younger (mean age = 10-1 years) while nine were identified as older (mean age = 15-6 years). After assessment of prior knowledge by the use of explicit text-based questions, the subjects read silently six paragraphs with familiar and unfamiliar content. Students then retold the paragraph using sign and/or oral communication. Probe questions were used when retellings were incomplete. Results indicated that younger deaf readers' prior knowledge and general comprehension approximated that of older readers. Even though these familiar and unfamiliar paragraphs were written at third grade reading level and were structurally equivalent (word frequency, propositions, argument repetitions, and grammar), among topic paragraphs (i.e., sports), the rate of recall for familiar paragraphs was significantly better than for unfamiliar ones.

COOLEY, JANIS DAVID. Use of grammatical constraints in reading by young deaf adults as reflected in eye-voice span. *Language and Speech*, October-December 1981, *24*, 349-362.

Reports evidence that profoundly prelingually deaf adults use a chunking strategy during reading to group words in grammatical units that are used as units of processing. In a replication study, 25 deaf and 28 hearing subjects read aloud materials of varying amounts of grammatical constraint (predictability). When each subject's voice reached a preselected position in the text, the text was removed from view. The subject continued to report words reported after text removal was considered the eye-voice span. Analyses of variance determined that eye-voice spans of deaf and hearing groups were quantitatively different, but qualitatively similar—longer at positions of high grammatical constraint and shorter at positions of low grammatical constraint. The finding that deaf subjects had significantly shorter eye-voice spans for ungrammatical strings of words suggested the hypothesis that deaf people may have different strategies for perceiving and remembering visual material, including written words. An alternative hypothesis is that deaf people may be slower to perceive a change in the type of visual stimulus material and therefore may continue to apply a previously used perceptual strategy that is inappropriate for the new material. Eye-voice spans of both groups tended to end at phrase boundaries, more often at high grammatically constrained positions than low. Eye-voice span performance of deaf subjects was consistent with their silent reading comprehension performance, suggesting that they used the same cognitive processes in both oral and silent reading.

FISCHLER, IRA. Contextual constraint and comprehension of written sentences by deaf college students. *American Annals of the Deaf*, June 1983, *128*, 418-424.

Compares prelingually deaf college students' (N = 100) completions of single sentences, which vary in the degree of contextual constraint, with completion responses previously obtained from a group of hearing college students. The 100 sentence contexts, selected from a larger set, were six to twelve words in length and could be completed meaningfully by single word responses. These sentences were randomly divided into two sets and administered to volunteer groups of deaf students in a sampling of classes representing the range of linguistic and educational skill at Gallaudet College. A total of 50 responses to each sentence context was obtained. The deaf students' completion responses were similar in pattern to those of the hearing subjects in two ways: 1) more highly constrained contexts produced more consistent responses; and 2) 71% of the primary (most likely) responses were identical for the two groups. Most (86%) of the responses of the deaf students were syntactically and semantically appropriate for the context. Inappropriate responses were no more likely for less constrained sentences, suggesting that the deaf did not depend on stereotypic word sequences to produce acceptable responses. The author concluded that the sentence comprehension task tapped similar linguistic and semantic skills in hearing and deaf students.

Sarachan-Deily, Ann Beth. Hearing-impaired and hearing readers' sentence processing errors. *The Volta Review*, February-March 1982, *84*, 81-95.

Compares the written language of 30 congenitally, profoundly hearing-impaired and 30 normally-hearing students for syntactic and semantic differences on a task of sentence recall. Of the total sample, 30 subjects were in each of the following age ranges: 10-12 years, 13-15 years, and 16-18 years. Subjects were instructed to read twelve sentences—either active, passive, negative, or passive negative sentences one at a time. A simple subtraction problem was constructed to interfere with rehearsal and to delay recall, and then the subject was given unlimited time for writing the sentence. Results showed that more than half of the incorrect sentences produced by the hearing-impaired subjects violated rules of syntax or semantics or both, compared with only 9.7% of the hearing subjects' errors. The more prevalent single error type for hearing-impaired was syntactic with preserved meaning. Accuracy of semantic content was the same for both groups. Conclusions suggest orally trained, hearing-impaired students do not use syntax to aid in the organization and recall of sentences as well as do hearing students, but are equal in use of semantic relationships.

Webster, A.; Wood, D.J.; & Griffiths, A.J. Reading retardation or lingustic deficit? I:Interpreting reading tests performances of hearing-impaired adolescents. *Journal of Research in Reading*, September 1981, *4*, 136-147.

Compares the performances of 60 hearing-impaired and 60 normally-hearing children on the *Brimer Wide-span Reading Test*. The sample included equal numbers of prelingually deaf boys and girls aged between 15 and 16-5, in each of three reading age groups: 7 to 7-10; 8 to 8-10; and 9 to 9-10. Responses to the test yielded both the reading ages and the corpora of errors analyzed by the researchers. Errors were categorized as linguistic or non-linguistic. Coefficients between *Raven's Progressive Matrices* scores and number of reading errors for either the deaf (r = .19) or hearing group (r = .015) were not significant. There was also no correlation between error score and hearing loss (r = .076). Marked differences occurred both in the frequency of errors and error types between the deaf and hearing children at all levels. The hearing-impaired children attempted significantly more test items than the hearing children of matched reading age and used different test-taking strategies. They made more errors and significantly more of their errors were classified as non-linguistic in nature.

Wood, D.J.; Griffiths, A.J.; & Webster, A. Reading retardation or linguistic deficit? II: Test-answering strategies in hearing and hearing-impaired school children. *Journal of Research in Reading*, September 1981, *4*, 148-156.

Analyzes the performances of 60 hearing and 60 hearing-impaired children of similar reading levels on the *Southgate Group Reading Test* (Form A Sentence Completion) to determine the test-taking strategies of both groups and to compare results with those obtained on a different test (*Brimer Wide-span Reading Test*) in an earlier study. The Southgate test was administered to the hearing group following standardized conditions; deaf children were individually tested. The mean reading age of the hearing-impaired was 7-9, while the hearing groups' mean was 8-6. The hearing-impaired attempted 92% of their questions with a mean number of errors of 47%. The hearing group attempted 85% with a mean error rate of 18%. The tendency to avoid the more difficult, least successfully answered questions was far more pronounced in the hearing group. Item analysis revealed that deaf children as a group tended to select the same answer even when that answer was incorrect. A post hoc analysis of individual items indicated that the deaf children were selecting answers on the basis of word associations.

BEGGS, W.D.A., & BRESLAW, P.I. Reading retardation or linguistic deficit? III: A further examination of response strategies in a reading test completed by hearing-impaired children. *Journal of Research in Reading*, February 1983, *6*, 19-27.

Reports the results of two experiments designed to determine whether deaf children use certain non-linguistic coping strategies when completing reading tests. Experiment 1 examines the performance of 40 severely- to profoundly-deaf children (mean age = 14-1) attending three schools for the deaf on the *Picture Assisted Reading Test* (PART). Patterns of response made by the children were recorded as they matched a stimulus word with one of four possible pictures. Examination of the distribution of responses across the four pictures indicated that 33 items, 8 received random responses, 17 were correctly identified by a proportion of the subjects, and 8 were missed by a large proportion of subjects. In Experiment 2, a group of 50 hearing children (mean age = 10-0) were instructed to pick from among the four pictures the most salient one. Five items (of 33) received apparently random distributions of responses; thus, 28 items had non-random response patterns and in eight cases the highest proportion of responses fell on the correct picture choice. All but one of the eight correct items were chosen by the highest proportion of deaf children. Of the 15 items which the highest proportion of deaf children missed, 11 showed the same response pattern as the hearing sample (which had not read). It was concluded that the measurement of reading ability in the deaf by the PART is hindered by the strategies used by children taking the test (e.g., picture saliency or initial consonant clue).

BRAVERMAN, BARBARA. Television captioning strategies: A systematic research and development approach. *American Annals of the Deaf*, December 1981, *126*, 1031-1036.

Seeks to determine effective television captioning strategies for hearing-impaired children, ages 9 to 18. Four experiments are summarized which were conducted to determine: 1) the effectiveness of a multilevel linguistic approach to captioning; 2) the optimal presentation rate for captions; 3) the influence of caption rate and density on comprehension; and 4) the effect of syn-capping (replacing the audio to conform to edited captions) on comprehension. The first experiment randomly assigned 168 hearing-impaired residential students to one of three treatment groups that reflected varying levels of linguistic captioning. Caption language and reading ability were considered as factors in a 3 x 3 multivariate analysis. Lower language level captions did aid comprehension of captioned information, but did not affect theme and plot information. In the second experiment, 187 subjects enrolled in elementary and secondary schools for the deaf were assigned to one of six treatment conditions to view a half hour commercial television production captioned at varying words per minute and at two levels of linguistic complexity. Results showed that while caption rate did not affect comprehension, the subjects performed significantly better with lower level language captions. For the third experiment reported, 117 students in schools for the deaf experienced varying numbers and rate of captioning in a television program. Viewers comprehended with equal facility captions at 90 and 120 words per minute and under low- and high-caption density conditions. In the fourth study 125 deaf and hard-of-hearing students viewed synchonized or nonsynchronized audio and captions at two levels of linguistic complexity. While synchronization, or lack of it, did not significantly affect performance, language level of captions and reading ability significantly affected comprehension. In general, reading ability was the most potent variable in these studies. Viewers reading below third grade level had more difficulty with captions.

Blatt, Joseph, & Sulzer, James S. Captioned television and hearing-impaired viewers: The report of a national survey. *American Annals of the Deaf*, December 1981, *126*, 1017-1023.

Surveys 2,000 hearing-impaired randomly-selected members of the National Association of the Deaf and 1,000 randomly-selected individuals (who had previously contacted the National Captioning Institute) in order to obtain a profile of media habits and general viewing preferences among hearing-impaired people. A second purpose of the survey was to estimate the amount of interest in the Captioned ABC News among a target group and to gauge this group's use of other news sources. Usable responses to the six-page questionnaire were obtained from 1,745 respondents representing 48 states and the District of Columbia. The median age of respondents was 45 to 46, with an age range from young children to senior citizens. Sex was distributed fairly evenly (54% male; 46% female). Approximately 78% were deaf and reported an early age of onset. Results indicated that the respondents averaged high levels of daily newspaper (80%) and weekly newsmagazine reading (25%). The modal responses for daily television viewing was three to four hours. Action/adventure programs, followed by news, were the most frequently reported captioned programs viewed. Approximately 32% reported watching the Captioned ABC News four or more times per week. Almost 29% reported never watching captioned news, with the most frequently offered reason being inconvenience of program time. Level of education was not found to be significantly related to amount of captioned news viewing. This finding was in contrast to general television viewing results.

Baker, Robert G.; Downton, Andrew C; & Newell, Alan F. Simultaneous speech transcription and TV captions for the deaf. In Paul A. Kolers, Merald E. Wrolstad, & Herman Bouma (Eds.), *Processing of Visible Language*, Vol. 2. New York: Plenum Press, 1980, 445-457.

Reports the development of the Southhamption University Speech Transcription System and its capability to provide a written display of speech through televised subtitles to aid the receptive communication of the hearing impaired. The system is based on a human operation of a mechanical shorthand machine known as the Palantype which can cover the normal range of human speech rates through use of 29 keys which, when pressed together, produce "chords" or spoken syllables. Raw output is connected to a microprocessor where syllables are stored on input and then passed to a small dictionary (1,200 words) where words are recognized by longest match algorithms. Syllables not matched in the dictionary are processed by sound-spelling correspondence algorithms using the most probable spelling. The output is then either converted to characters and displayed on a visual display unit or printed. Two pilot studies were conducted to compare the use of Palantype subtitles for television with alternative presentation systems. The first tested Palantype against conventional subtitles for a four-minute news bulletin. The sequence was shown without sound to two separate groups of nine hearing subjects; two control groups viewed with sound but no subtitles, and with neither sound or subtitles. A 14-item questionnaire assessed comprehension of the bulletin, with questions dependent to varying degrees on the soundtrack, subtitles, or video alone. Although Palantype subtitles were not significantly inferior to conventional subtitles, the results for Palantype were consistently numerically inferior to normal viewing conditions and conventional subtitles. Both types of subtitles interfered with appreciation of the program's visual content. In the second study an almost verbatim subtitled script was compared with a subtitled action commentary for two extracts from a soap opera. Twenty prelingually and 14 postlingually deaf adults responded to questions about their understanding and enjoyment of the styles. Both groups preferred the semi-verbatim subtitles, although the responses were much stronger in the prelingually deaf.

Braverman, Barbara B.; Harrison, Melody F.; Bowker, Duane O.; & Hertzog, Melody. Effects of language level and visual display on learning from captioned instruction. *Educational Communication and Technological Journal*, Fall 1981, *29*, 147-154.

Explores the effects of the language level of captions on the acquisition of pictorial information and two types of verbal information by 182 college students enrolled in a school for the deaf. Caption scripts for a videotype were written at two readability levels: fifth grade (Level 1) and ninth grade (Level 2). Five treatments of the videotape were prepared: a) Pictorial only; b) Caption 1: only lower level captions; c) Caption 2: only higher level captions; d) Pictorial/caption 1: videotape with lower level captions; e) Pictorial/caption 2: videotape with higher level captions. Comprehension was assessed by means of a 43-item multiple-choice test based on pictorial only information, caption only information, and a synthesis of information from the two. Subjects viewed one of the five treatments. Subjects in the combined pictorial/caption conditions outperformed the other subjects on the total test. Learning of captioned information was neither enhanced nor interfered with by including pictorial information. Captions written at the lower readability level facilitated performance on the synthesis task.

Murphy-Berman, Virginia, & Whobrey, Linda. The impact of captions on hearing-impaired children's affective reactions to television. *Journal of Special Education*, Spring 1983, *17*, 47-62.

Assesses the impact of captions on 42 hearing-impaired students' affective reactions to a version of a children's program, "Shazam." The children, ranging in age from 8 to 12 years and representing four residential state schools for the deaf, were randomly divided into two groups. One group viewed the program without captions and the other viewed it with captions at a very simple language level. During and following the presentation, the children rated their perception of the characters' emotions and personality traits. They also indicated their responses to various program scenes, and their predictions concerning how characters would behave in new but similar situations. Results indicated that captions seemed to enhance hearing-impaired children's abilities to perceive the emotional complexity of presented information. Seeing captions did not distinguish the children's ratings of personality traits, preferences for various program scenes, or predictions about characters' behaviors in novel situations. The authors conclude that captions enhance hearing-impaired children's understanding of a program's informational and affective content.

Prinz, Philip M.; Nelson, Keith E.; & Stedt, Joe D. Early reading in young deaf children using microcomputer technology. *American Annals of the Deaf*, September 1982, *127*, 529-535.

Field-tests the effectiveness of a 10-week computer-centered, early reading, instructional environment for 10 deaf preschool children at the Pennsylvania School for the Deaf in Philadelphia. Subjects had average or better intelligence, severe to profound hearing impairment, and normal visual acuity and discrimination. An initial assessment was made of primary communication mode, receptive and productive vocabulary in that mode, comprehension of grammatical and semantic relations, lip reading and speaking abilities, and base line reading ability. Each child worked once or twice a day for 10-15 minutes on a novel interactive microcomputer system with a special interface keyboard with built-in perceptual salience, individualized vocabulary, animation, and color graphics in a two-person-plus communication system. Subjects pressed keys with pictures and words drawn from the child's own central interests and favorite expressions. Words and graphic representations could be quickly changed, and disk storage permitted access to many printed words and accompanying graphics. Results showed that after six weeks children between three- and six-years-old demonstrated significant gains in word recognition and identification.

NEVILLE, HELEN J.; KUTAS, MARTA; & SCHMIDT, ALBERT. Event-related potential studies of cerebral specialization during reading. II. Studies of congenitally deaf adults. *Brain and Language*, July 1982, *16*, 316-337.

Investigates the behavior and "event-related cerebral potentials" (ERP) in eight right-handed congenitally deaf adults (mean age = 25 years) during a word reading task which required written response and compares the results with those obtained from hearing subjects. ERPs are the electrical potentials of the brain associated with stimulus and cognitive events which can be monitored. Four-letter English nouns were presented for 100 msec randomly to the left or right visual field of the subjects, or two different words were presented bilaterally. A color or semi-color appeared on the center of the display simultaneously with the word(s). Subjects pressed a button to indicate which fixation symbol was presented and then wrote the words they saw. Scalp electrical activity was recorded from left and right occipital, parietal, temporal, anterior temporal, and frontal regions and from beneath the left eye. These subjects reported words in the left visual field (LVF) and right visual fields (RVF) with the same overall accuracy both after unilateral (mean percentage correct LVF = 66%, RVF = 68%) and bilateral (LVF = 34%, RVF = 36%) presentations. Mean accuracy for the fixation discrimination task was 97%. There were no significant differences between hearing and deaf subjects in the overall accuracy of word identification; however, while every hearing subject showed behavioral evidence of left hemisphere specialization in the written identification of words, deaf subjects showed no consistent behavioral asymetries. Deaf subjects' ERPs recorded over posterior brain regions were similar in morphology to ERPs from hearing subjects, but were different in lateral distribution. At the temporal and frontal regions ERPs from the deaf subjects differed from those of hearing subjects in both morphology and lateral distribution. In particular, the negative (410 msec) to positive shift prominent in the left hemisphere of hearing subjects was not evident in deaf subjects.

LIEDING, RICHARD T., & GAMMEL, CHARLES. Reading in the preschool. *Volta Review*, April 1982, *84*, 166-170.

Reports test results of a reading program for five hearing-impaired preschool children (two girls, three boys) ranging in age from 4-4 to 5-6. Hearing losses ranged from severe to profound, while intelligence levels ranged from normal to above average. The reading program consisted of four emphases: parent-child story-reading sessions, primer reading, vocabulary development, and phonics. Scores on the *Gates-MacGinitie Reading Tests* and the *Peabody Individual Achievement Test* administered after one year of instruction indicated that all children were at or above grade level. Parent questionnaires revealed that the most popular part of the program was the story-reading sessions.

LASASSO, CAROL. The effectiveness of teacher judgment in determining relative text difficulty for prelingually, profoundly deaf students. *Teaching English to Deaf and Second Language Students*, Summer 1982, *1*(2), 13-17.

Seeks to determine what text variables experienced teachers of deaf children use to make decisions concerning text difficulty and how effective those judgments are. Seventy-four teachers from two large, eastern residential schools for the deaf ranked four 550-900 word narrative passages, ranging in difficulty from third to seventh grade levels, according to their perceived difficulty for 14- to 18-year-old prelingually profoundly deaf students. Rankings of passages were compared with rankings derived from mean cloze scores obtained in a previous study of 14- to 18-year-old deaf students, reading on fourth to seventh grade levels. Analysis of variance revealed significant differences in the mean rankings by passages, but teachers' predictions of relative passage difficulty did not correspond with student performance on the comprehension tasks. Teachers indicated they used the same measures to gauge text difficulty that teachers of hearing children use, even though measures of word and sentence length do not necessarily correspond with complexity.

LONG, GARY L., & ALDERSLEY, STEPHEN. Evaluation of a technique to enhance reading comprehension. *American Annals of the Deaf*, December 1982, *127*, 816-820.

Evaluates the effects of a reading comprehension strategy called networking, designed to help deaf students identify the conceptual ideas within a text, to specify the relative importance of those ideas, and to recast the textual information into a diagram which makes the ideas and their relationships visible. Fifty-one deaf students, aged 18 to 25, who attended the National Technical Institute for the Deaf and who had relatively high reading and writing skills relative to the NTID student population, were selected for training. Students received one hour of instruction each week for eight weeks. Pre-course, post-course test comparisons indicated that after training students were significantly better able to summarize a passage, whether or not they had diagrammed the passage, and were significantly better able to answer factual questions and to judge the relative importance of the clauses of the passages.

ROBBINS, NANCY L. The effects of signed text on the reading comprehension of hearing-impaired children. *American Annals of the Deaf*, February 1983, *128*, 40-44.

Investigates 49 elementary and secondary deaf students' comprehension of paragraphs with and without accompanying sign language pictures appearing above printed English words. All subjects were enrolled in a full-time residential program for the deaf. Three forms of an adapted version of the *Silvarali Classroom Inventory* were prepared for each of the graded paragraphs that comprise the CRI. One edition of each of the three forms appeared in standard English. The second was a signed pictorial representation of the American Sign Language equivalent printed above each word. The third edition appeared in cloze format with every fifth word deleted. Each subject was randomly presented with all three of the experimental forms at the appropriate reading level. Results of *t* tests for dependent means showed significant gains for both elementary and secondary students in reading comprehension, as measured by questions covering passage content, for both the signed and cloze condition over the standard presentation. Cloze format was significantly less effective than the signed condition for the 32 secondary students. Analysis of variance was performed to determine the relative effects on comprehension of age, sex, and degree of hearing loss. Age accounted for a significant source of variance as a function of both signed and close text, while degree of hearing loss was a significant variable as a function only of cloze text.

QUINN, LISA. Reading skills of hearing and congenitally deaf children. *Journal of Experimental Child Psychology*, August 1981, *32*, 139-161.

Compares the phonological encoding and selective chunking information processing strategies of 126 congenitally deaf, middle and upper school children with 126 second- through fifth-graders and 32 undergraduate hearing students. Approximately two-thirds of the deaf students were in an oralist program and one-third in a total communication program. Letter detection performance in three types of randomly ordered passages (normal prose, scrambled words, scrambled letters) was examined within passages of differing degrees of orthographic and syntactic context and with words differing in pronounceability, but equivalent in familiarity. Hearing and deaf student data were analyzed separately. Error patterns revealed use of orthographic and psycholinguistic strategies by both groups. No significant difference was found between the oralist and total communication deaf students. Conclusions suggest deaf children use the same type of strategies, including phonological encoding, commonly associated with hearing readers.

Silverstein, A.B.; Brownlee, Linda; Legutki, Greg; & MacMillan, Donald L. Convergent and discriminant validation of two methods of assessing three academic traits. *Journal of Special Education*, Spring 1983, *17*, 63-68.

Seeks to replicate an earlier study which investigated the pattern of relationships among three academic traits (arithmetic ability, reading ability) and general ability as assessed by teacher ratings and standardized tests. The previous research found that convergent validity was higher and method bias lower for the standardized tests than for teacher ratings, but that discriminant validity was equally low for both methods. The data for this study were collected from a sample of 54 educable mentally retarded (EMR) children (30 boys; 24 girls) from 24 self-contained classrooms in 11 Southern California school districts. The mean chronological age of the subjects was 12.28 years. Toward the end of the school year for each of three years, each child was rated by his/her teacher on arithmetic and reading achievement (in relation to other children in the class), and on the child's educational potential based on an 11-point scale. At approximately the same time, a trained psychologist administered the *Stanford-Binet* and the Arithmetic and Reading subtests of the *Wide Range Achievement Test*. The mean IQ was 63 (S.D. = 9.5), while the mean scores on Arithmetic and Reading were 65 (S.D. = 7.4) and 68 (S.D. = 8.7), respectively. A refined and extended analysis of variance approach revealed that the standardized tests have much higher convergent and discriminant validity than the ratings, are less affected by method bias, and are stable over time. Unlike previous findings, these researchers found discriminant validity was higher for the tests than for the ratings. In other respects, the results resemble those of the earlier study.

Koelle, William H., & Convey, John J. The prediction of the achievement of deaf adolescents from self-concept and locus of control measures. *American Annals of the Deaf*, October 1982, *127*, 769-779.

Determines the extent to which knowledge about the self-concept and locus of control of 90 deaf adolescents, aged 13 to 19, from four residential schools for the deaf is predictive of the students' performance on standardized tests of achievement. In addition, the investigators attempted to determine whether rewriting items on the two measures (*Rotter Internal-External Locus of Control* and *Piers-Harris Children's Self-Concept Scale*) to compensate for problematic vocabulary and/or syntax would increase the predictive power of the instruments for deaf adolescents' achievement. Both the original and modified forms of each instrument were administered using a counterbalanced design at an interval of one week. Data concerning parent hearing status, age, sex, and subscale performance on the *Stanford Achievement Test for Hearing-Impaired Students* (SAT-HI) were also collected. Means and standard deviations were calculated for each variable as well as the intercorrelations among the variables. In addition, two separate regression analyses were conducted for each SAT-HI subscale, using scores from the modified instruments. Results indicated that p[illegible]nt hearing status and self-concept were the most important predictors of achievement. Modified tests resulted in a slightly higher self-concept score and a more internal locus of control score for the deaf subjects. In addition, when the modified instruments were used, better prediction was obtained for six of the nine subtests of the SAT-HI, including Vocabulary, Reading Comprehension, Spelling, and Language. The modified locus of control was a significant predictor of subtests which relied on language proficiency.

Iran-Nejad, Asghar; Ortony, Andrew; & Rittenhouse, Robert K. The comprehension of metaphorical uses of English by deaf children. *Journal of Speech and Hearing Research*, December 1982, *24*, 551-556.

Reports two experiments investigating the abilities of profoundly deaf children from residential schools to comprehend metaphors and metaphorical comparisons (similes). In Experiment 1, 46 subjects, ranging in age from 9 to 17, and nearly equally divided between male and female, were assigned to one of three groups on the basis of age. Type of metaphorical usage (simile or metaphor) and age group were between-subjects factors. An external control group was exposed only to literal items. The children were presented with 12 short stories and were instructed to select (from a set of four alternatives) the sentence they thought best completed the story. The associated sentences consisted of a literal set, a similie set, and a metaphor set. Only one sentence in each set was appropriate; distractors contained elements closely associated with the target and/or which were semantically identical. Results indicated that deaf students performed well beyond chance performance in comprehending metaphorical uses of language and that there was a significant main effect for age group. In Experiment 2, ten 14-year-old profoundly deaf subjects from a different residential school were either given four initial practice items before the experimental items or received no practice items. Subjects in the practice condition performed significantly better than those in the no-practice condition, indicating that performance factors, such as a "literal set," may mask competence with metaphorical uses of language by deaf persons.

Hasenstab, M. Suzanne, & McKenzie, Catherine Daniel. A survey of reading programs used with hearing-impaired students. *The Volta Review*, October/November 1981, *83*, 383-388.

Surveys 201 demographically described programs for the hearing-impaired to determine: 1) the most frequently used basal series, 2) basal strengths and weaknesses, and 3) suggestions for the development of a reading series to meet the specific needs of hearing-impaired students. Results showed that the first and second most frequently used series appeared in 40% and 12% of the programs respectively. The greatest strength was reported to be high interest stories, followed by helpful supplementary materials. The greatest weakness was uncontrolled vocabulary (too many new words per story and a rapid jump in difficulty between levels), followed by inappropriate language development and phonetic emphasis. The most frequently reported (31%) suggestion for basal series improvement was for sequential and controlled vocabulary development. Suggestions for future series development for the hearing-impaired are included.

Hammermeister, Frieda K., & Israelite, Neita Kay. Reading instruction for the hearing impaired: An integrated language arts approach. *Volta Review*, April 1983, *85*, 136-148.

Examines the question of whether reading or language comes first, reviews the psycholinguistic nature of the reading process, and concludes that speaking, listening, reading, and writing are related abilities for hearing-impaired children. The theoretical principles underlying the Mount Gravatt Research Project in Australia that developed natural language-based reading books for normally hearing children are examined with a discussion of implications for teaching reading to hearing-impaired children.

Horii, Yoshiyuki. Some voice fundamental frequency characteristics of oral reading and spontaneous speech by hard-of-hearing young women. *Journal of Speech and Hearing Research*, December 1982, *25*, 608-610.

Compares the fundamental frequency (F_o) characteristics of 12 hard-of-hearing women (aged 16 to 19) with those of 12 normal-hearing control subjects (aged 19 to 21) during oral reading and spontaneous speech. Voice recordings were made in an anechoic chamber with a high-quality recording system. For the spontaneous speech condition, subjects were asked to talk about themselves for one minute. In the oral reading condition, each subject read 159 words of simple, factual prose. Results indicated that hearing-impaired subjects had a significantly higher f_0 level in both conditions. On the average, greater f_0 means and smaller standard deviations were observed for the hearing-impaired, especially in the oral reading condition. In addition, the f_0 distributions of the hearing-impaired were characterized by negative skewness, whereas those of the normal-hearing were positively skewed.

CALVERT, DONALD R. General American speech and phonic symbols. *American Annals of the Deaf*, August 1982, *127*, 405-410.

Presents the General American Speech and Phonic Symbols, a system of written symbols that relate to speech sounds, which were adapted from the Northampton symbol system developed in New England. The author explains that the General American symbols reflect the spelling-pronunciation relationships typically found throughout the midwestern and western United States. The system's utility for teaching reading and speech to deaf children as well as other potential uses are proposed.

VI-3 Mentally handicapped

HANLEY-MAXWELL, CHERYL; WILCOX, BARBARA; & HEAL, LAIRD W. A comparison of vocabulary learning by moderately retarded students under direct instruction and incidental presentation. *Education and Training of the Mentally Retarded*, October 1982, *17*, 214-221.

Seeks to determine the extent to which moderately retarded students learn academic material that is not directly taught to them. Six moderately retarded adolescents in a self-contained school for trainable retarded students received direct instruction for three weeks on a personal set of 10 vocabulary words presented on flash cards and randomly selected from a pool of 119 words not known by any of the students. Every fifth day, the students were probed for the extent of their acquisition of their own words, as well as their acquisition of the 50 words taught to other group members, and on a control set of 10 words. A retention probe on all words was also conducted after two weeks. All students showed significant learning of their own words and the three highest performing students showed significant learning of their classmates' words as well. Low-performance students appeared not to learn incidentally presented items. No subject learned any control item during the course of the study. All students experienced retention loss, performing significantly below the three training probes. Results were interpreted as favoring small-group instruction of moderately mentally retarded students.

GROSSMAN, FRED M., & CLARK, JULIA H. The WISC-R as a predictor of WRAT achievement for educable mentally handicapped students. *Educational and Psychological Measurement*, Summer 1982, *42*, 701-704.

Investigates the predictive validity of the WISC-R Full Scale IQ relative to subtests of the *Wide Range Achievement Test* (WRAT) for a group of 61 educable mentally handicapped students (33 males, 28 females) in a public school setting. Students were enrolled in grades 3 through 10 and ranged in ages from 9 to 16 years. A multiple regression analysis was conducted with WISC-R Full Scale IQ serving as the predictor and WRAT Reading, Spelling, and Arithmetic scores serving as the criterion variables. Results indicated that WISC-R did not yield valid prediction of WRAT achievement for this sample.

TRAMILL, JAMES L.; TRAMILL, JANIS K.; THORNTHWAITE, ROSCOE; & ANDERSON, FRANCES. Investigations into the relationships of the WRAT, the PIAT, the SORT, and the WISC-R in low-functioning referrals. *Psychology in the Schools*, April 1981, *18*, 149-153.

Investigates the relationship among the Reading subtest of the *Wide Range Achievement Test* (WRAT), the Reading Comprehension subtest of the *Peabody Individual Achievement Test* (PIAT), and the *Slosson Oral Reading Test* (SORT) and compares them with the *Wechsler Intelligence Scale for Children-Revised* (WISC-R). The SORT provides only a grade equivalency reading level score while the WRAT and the PIAT provide standard scores as well. All analyses (except for the SORT) were performed using standard scores. The subjects were 87 males and 35 females (79 white: 43 black) who were referred to a state agency for educational evaluation because of poor academic performance in public school. The mean age of the group was 12-7 years and the mean Full-Scale IQ was 78 (SD = 13). All subjects were administered the WISC-R and the WRAT. Subjects were also administered the PIAT (N = 106) and/or the SORT (N = 41). Order of administration was randomized. Results showed a high correlation between the WRAT and the PIAT, moderately high correlation between the SORT and the PIAT, and a very low correlation between the SORT and the WRAT. The WRAT and the PIAT had higher correlation with the various components of the WISC-R than did the SORT. These findings suggest that the WRAT and the PIAT did measure essentially the same dimension of reading achievement, but that the SORT is measuring a different dimension, one that is also tapped to some extent by the PIAT.

ONG, JIN, & JONES, JR., LOWELL. Memory-for-designs, intelligence, and achievement of educable mentally retarded children. *Perceptual and Motor Skills*, October 1982, *55*, 379-382.

Investigates the relationship between the *Memory-for-Designs* test, the WISC, and *Wide Range Achievement Test* (WRAT) for two classes of educable mentally retarded children (N = 26), with mean class ages of 12 and 9. Rank-difference correlation coefficients were calculated for each class. *Memory-for-Designs* errors correlated significantly with WISC VErbal IQ (-.78), Performance IQ (-.85), and Full Scale IQ (-.96) for the older class. *Memory-for-Designs* errors correlated significantly with age, WRAT Arithmetic (-.70), and Reading (-.79) for the young class. The high correlation between *Memory-for-Designs* and WISC Full Scale IQs (-.96) indicates that visual memory is a major component in intelligence, accounting for 84% of the variance of intelligence.

MCFARLAND, CARL E., JR., & SANDY, JOHN T. Automatic and conscious processing in retarded and nonretarded adolescents. *Journal of Experimental Child Psychology*, February 1982, *33*, 20-38.

Presents results of two experiments designed to compare the mental processes of retarded and nonretarded adolescents on learning tasks requiring automatic and conscious processing. Experiment 1 compared the performance of 60 retarded and 60 nonretarded young adults on a standard word recognition task. The first oriented encoding toward semantic attributes of stimulus words; the second oriented encoding toward phonetic literature; a third group received no strategy training and served as control. Retarded individuals' performance was equivalent to that of nonretarded subjects following phonetic encoding and no strategy training, but was deficient following semantic encoding. Retarded subjects also demonstrated a lower level of performance on a rhyme recognition task. In the second experiment, retarded subjects provided a pattern of response identical to that of nonretarded subjects on a picture-word interference task designed to assess automatic processing. The two groups produced equivalent levels of semantic activation. Findings are interpreted to indicate deficient semantic processing for retarded individuals relative to that of nonretarded individuals.

WOLF, THOMAS M., & WENZL, PAULA A. Assessment of relationship among measures of social competence and cognition in educable mentally retarded-emotionally disturbed students. *Psychological Reports*, June 1982, *50*, 695-700.

Assesses the social competence and cognition of 26 black and one white mentally retarded-emotionally disturbed special education students (12 boys, 6 girls), ranging in ages from 11 to 15, and predominantly from lower socioeconomic families. A measure of the students' deviant behaviors (*The Behavior Problem Checklist*) was completed by teachers and aides; a measure of self-concept (*The Piers-Harris Children's Self-Concept Scale*) was completed by the children; researcher-designed sociometric ratings of school work, behavior, and popularity were completed by teacher, aides, and children. The *Wide Range Achievement Test* served as the achievement measure. Correlation coefficients among these three measures yielded a significant negative relationship between deviant behavior, as measured by teachers, and students' self-concepts ($r = .36$); self-concept related positively to reading ($r = .48$, $p < .01$) and arithmetic scores ($r = .34$, $p < .05$). Sociometric ratings by teachers, aides, and students in all three areas (school work, behavior, and popularity) were significantly interrelated. In addition, the sociometric ratings for school work completed by teachers, aides, and students were positively related to achievement test results.

WORRALL, NORMAN, & SINGH, YVONNE. Teaching TMR children to read using integrated picture cueing. *American Journal of Mental Deficiency*. January 1983, *87*, 422-429.

Compares the effectiveness of two cued presentation systems for teaching word recognition to 40 TMR children, aged 12 to 14, and with mental ages between 2 and 5-5. Matched pairs of children were randomly assigned to each group ($M = 12$; $F = 8$). A 26-week training program focused either on a rebus method for word recognition or a picture clue method in which the picture was embedded in the orthography. No more than five words were taught each week. Tests of immediate recall (both on the cue and the word in standard orthography) showed no significant difference between the groups in immediate recognition of the symbols, but a significant difference ($p < .0001$) in the groups' ability to transfer to standard orthography devoid of clues: The rebus system averaged about 25% transfer, while the cued words method transferred at approximately 75%. Delayed testing also indicated a significant difference in word recognition favoring the cued over the rebus group (92.2% versus 49.6%).

OUELLETTE SUE E., & SENDELBAUGH, JOSEPH W. The effect of three communication modes on reading scores of deaf subjects. *American Annals of the Deaf*, June 1982, *127*, 361-364.

Investigates the effect of three communication modes on the reading comprehension scores of 45 hearing-impaired students, aged 18 to 24, enrolled in a program for the hearing-impaired. All subjects were prelingually deaf, of normal intelligence, and performed at approximately fifth grade reading level. Each had sign language skills regardless of their preferred communication mode. Three matched groups read a short story and answered multiple-choice questions selected from Level 5 of the *Stanford Achievement Test* administered under three conditions: (1) typed copy of the story, (2) a videotaped, manually coded English version accompanied by silent lip movements or (3) a videotaped version of the story presented in American Sign Language syntax and without the use of lip movements. Of the possible six correct answers, the mean scores of the three groups were 3.7, 2.7, and 1.7 respectively. T-tests for independent-means indicated a significant difference between Groups 1 and 3 ($p < .05$). Results suggest that when all grammatical parts of our language are included, reading comprehension is enhanced.

VI-4 Brain damaged/dysfunction

Gainotti, Guido; Caltagirone, Carlo; Miceli, Gabriele; & Masullo, Carlo. Selective semantic-lexical impairment of language comprehension in right-brain-damaged patients. *Brain and Language*, July 1981, *13*, 201-211.

Compares the results obtained by 59 right-brain damaged patients and 39 controls on two tests of semantic-lexical discrimination (auditory language and reading comprehension) and on a test of phoneme discrimination in order to investigate: a) whether right-brain damaged patients are significantly more impaired than normal controls on the tasks of semantic discrimination when the influence of associated variables (e.g., unilateral spatial neglect or general mental impairment) is ruled out; and b) if semantic-lexical disorders of right-brain damaged patients are selective or if they are associated with disorders of phoneme discrimination. The test of auditory discrimination required the subjects to select a pictured object from a set of three related pictures when a simple noun was read aloud. The test of reading comprehension was analogous, but the target words were read by the subject. The test of phoneme-discrimination required the patient to discriminate whether two orally pronounced nonsense syllables were identical. A mental deterioration battery, testing intelligence, memory, and constructive abilities, allowed categorization into "deteriorated" and "nondeteriorated" subjects. Results indicated that right-brain damaged patients scored significantly worse than normal controls on tests of semantic discrimination, but no significant differences were found on the phoneme discrimination test. Further, the right-brain damaged patients tended to make more errors when lexicon was assessed through the auditory rather than the visual modality.

Friedman, Rhonda B. Preservation of orthographic knowledge in aphasia. *Brain and Language*, November 1981, *14*, 307-314.

Tests the degree to which 25 aphasic patients of the Boston Veterans Administration Medical Center use implicit letter recognition to distinguish real words from nonwords. Subjects were asked to sort a stack of 40 cards, indicating words and nonwords. One-half of the nonwords were orthographically regular and one-half irregular or unpronounceable letter strings. The number of appropriate responses for each type of letter string was recorded for each patient. While only six of the patients performed the lexical decision task successfully, all 25 demonstrated the ability to distinguish orthographically regular from irregular letter strings, implying that the subjects successfully recognized and made use of the identities of letters.

Dennis, Maureen; Lovett, Maureen; & Wiegel-Crump, Carole Ann. Written language acquistion after left or right hemidecortication in infancy. *Brain and Language*, January 1981, *12*, 54-91.

Investigates the extent to which each hemisphere of the brain contributes to the acquisition of written language by analyzing how the competent skills of reading, writing, and spelling are acquired by a single hemisphere developing in isolation. The three subjects, all cases of Sturge-Weber syndrome, had one hemisphere removed in infancy to control intractable seizures. Two subjects were left hemidecorticate children. Results of a series of language tests and tasks indicated that when written language is acquired in only one hemisphere because of hemidecortication in infancy, the left hemisphere is superior to the right at using morphophonemic rules to read and spell unfamiliar words, and at exploiting the structure of sentence units to achieve rapid reading of meaning in prose. The ability to learn names for logographs, however, is better in the right hemisphere than in the left. The researchers contend that the greater mastery of written language in the left hemisphere is a result, not of an enhanced facility for making cross-modal associations between sounds and signs, but of a superior access to the morphophonemic rule system and the higher-order textual constraints of English.

CARAMAZZA, ALFONSO; BASILI, ANNAMARIA G.; KOLLER, JERRY J.; & BERNDT, RITA SLOAN. An investigation of repetition and language processing in a case of conduction aphasia. *Brain and Language*, November 1981, *14*, 235-271.

Reports a case study of a black 58-year-old male who had suffered a left-cerebrovascular accident which resulted initially in a mild right-sided hemispareses and moderately severe mixed aphasia and was classified a relatively pure case of conduction aphasia. A disproportionate repetition deficit is the cardinal feature of all explanatory hypotheses of conduction aphasia, and the patient exhibited a striking inability to repeat words. A battery of tasks designed to investigate the parameters of the patient's severe repetition deficit was supplemented by tests of several language functions. The repetition tasks were designed to determine: 1) whether the repetition difficulties in conduction aphasia are better categorized as a reproduction deficit; 2) the effect of modality of input on the deficit; and 3) whether the repetition defect is related only to memory load (list length) or is affected by the type of verbal material that comprises the list or memory set. Four major features characterized the patient's repetition abilities—a severely restricted memory span, superior retention of visually (rather than aurally) presented materials, no deficit in speech fluency, and an exaggerated deficit in the repetition of aurally presented function words in comparison with nouns, but no differential effect of form class when the items were presented visually. An argument is made in support of the suggestion that the syndrome of conduction aphasia should be divided into two subgroups based on patients' ability to select and realize phonemes in speech, and that the best explanation for the disorder of patients with repetition but not speech problems is that repetition ability is compromised by a pathological limitation of auditory-verbal short-term memory.

DELOCHE, GERARD, & SEXON, XAVIER. Sentence understanding and knowledge of the world: Evidences from a sentence-picture matching task performed by aphasic patients. *Brain and Language*, September 1981, *14*, 57-69.

Investigates the abilities of adult aphasic patients, Broca's (N = 12), Wernicke's (N = 10), and others (N = 21) to use syntactic and semanticopragmatic strategies in tasks matching written sentences to corresponding pictures. Since Broca's aphasics clinically conserve a good level of comprehension (despite syntactic disabilities) whereas the comprehension of Wernicke's aphasics is impaired (despite some preserved syntactic skills), experimentation on these two groups was expected to yield a natural means for investigating the syntactic versus nonsyntactic strategies used by normal readers. Subjects were shown 24 simple declarative reversible sentences, classified as either corresponding to world knowledge, in violation of it, or irrelevant to it. Four picture choices accompanied each sentence: 1) correct picture, 2) reverse picture, 3) same personages, and 4) same action. Results indicated all subjects were most successful in identifying the appropriate picture when the sentence was plausible, i.e., conformed to world knowledge. The strongest error pattern occurred while attempting to reverse the sentences when they violated world knowledge. A two-by-two comparison of the types of sentences for Broca's patients showed that the frequency of correct responses was significantly lower when the knowledge of the world was undifferentiated or in disaccord than when it was in accord with the sentence presented. No significant difference in correct response frequency was observed in Wernicke's patients. Looking at the spatial arrangement of grammatical subject and object in pictures, Wernicke's aphasics showed the only significant effect. Those patients performed better when there was a match in the order of the personages in the correct picture and a mismatch in the reverse picture.

DELOCHE, GERARD, & SERON, XAVIER. Part of speech and phonological form implied in written-word comprehension: Evidence from homograph disambiguation by normal and aphasic subjects. *Brain and Language*, July 1981, *13*, 250-258.

Describes a sentence construction experiment designed to test the effect of part of speech and phonological form in written word comprehension. Adult subjects included 31 aphasic patients selected on their ability to write a meaningful sentence from two semantically related words, and 35 subjects with normal speech usage. All participants were asked to construct sentences from a pair of words. One word was a homograph (e.g., bank) whose meaning was context-based by the second word (e.g., money or river). One half the words were homophonic homographs and one half were not. Further, half were at the same grammatical class and half were not. Results indicated that both groups made more frequent errors on non-homophonic homographs. Further, errors were more frequent on the nondominant (less frequently used) form of the ambiguity than on the more dominant meaning. Syntactical ambiguities also caused more difficulties than homographs whose different meanings referred to the same grammatical class. Error frequency was significantly higher in aphasic subjects, but they were sensitive to the same three factors: relative frequency of each meaning, homophony, and part of speech. Researchers concluded that results support the hypothesis of a model in which information is gained through multiple procedures in order to assign some meaning to words.

CERMAK, LAIRD S., & STIASSNY, DENISE. Recall failure following successful generation and recognition of responses by alcoholic Korsakoff parents. *Brain and Cognition*, April 1982, *1*, 165-176.

Presents results of experiments testing the effects of clues of varying strengths on Korsakoff patients' ability to retrieve learned words. In Experiment 1, 10 adult, amnesic, and alcoholic Korsakoff patients and two control groups matched for age, IQ, and socioeconomic background, were presented 12 words, each shown individually in the presence of a weak associate. For example, if the word to-be-remembered (TBR) were HAMMER, the word *build* could serve as a weak associate. Patients were then asked to freely associate to 12 other words that were strong associates of the TBR words (e.g. *nail* is a strong associate of *HAMMER*). Korsakoff patients generated and recognized as many of the TBR words as the controls, yet were unable to recall the critical words when the weak cues were presented again. A two-month delayed follow-up study revealed that the Korsakoff patients generated the same number of critical (TBR) words in response to the strong associates as in the first experiment, suggesting that performance may have been due to the most probable choices of highly associated words. A second experiment, testing the effects of intermediate strength prompts, indicated that Korsakoff patients again performed significantly below control groups in supplying correct responses. The researchers suggest that results support the hypothesis that Korsakoff patients cannot restructure their semantic associative hierarchy during input in order to recall learned material without reliance on the strongest associate cues.

ASSAL, GIL; BUTTET, JOCELYNE; & JOLIVET, REMI. Dissociations in aphasia: A case report. *Brain and Language*, July 1981, *13*, 223-240.

Presents a long-term case study of an aphasic adult patient whose characteristics included: 1) a dissociation between his oral and written disorders; and 2) an agraphia-alexia syndrome in which the picturability of words was a significant factor in his ability to read and write them. The aphasia was a result of sustaining a stroke, leaving the patient's temporal-spatial orientation intact, but making repetition of words, sentences, and meaningless words impossible for him, and auditory discrimination, reading, writing, and arithmetical operations severely impaired. The patient underwent speech therapy for one year. After a year and a half, spontaneous speech was abundant, but his major trouble was finding words during speech. Object naming improved markedly and he successfully wrote answers when he could not produce them orally. Reading letter names resulted in 50% error, but matching between written words and objects was performed without difficulty. Automatic writing (name, address, and copying) was easily done. Dictated words resulted in inversion-type errors. Dictation of nonsense words resulted in no attempt on the patient's part. The WAIS yielded a verbal IQ of 63 when written answers were included. Seven years after the stroke, a detailed evaluation of written language still showed word-finding difficulty in spontaneous speech and a significant-auditory comprehension deficit. However, on an auditory-verbal recognition test, he recognized inversions of phonemes in polysyllables and syntactic errors in sentences. The reading of complete sentences was never correct. Comprehension of reading, however, was superior to oral speech. On a test of word reading, nearly half were read correctly and concrete nouns were most easily read. Writing performance, both spontaneous and dictated, was essentially limited to correct production of concrete nouns and was essentially agrammatical. He sometimes drew sketches to help him write. Copying produced no errors and automatic writing was still good. The massiveness of the lesion reaching not only Broca's areas but also Wernicke's area and the angular gyrus, could suggest the takeover of language by the contralateral hemisphere. Yet the structures adjacent to the classical language areas might also play a special role in view of the good recovery level despite the extensiveness of cerebral destruction. The researchers noted the possibility of distinct systems, which, from an associative visual area, permit written expression more easily than oral expression.

MILBERG, WILLIAM, & BLUMSTEIN, SHEILA E. Lexical decision and aphasia: Evidence for semantic processing. *Brain and Language*, November 1981, *14*, 371-385.

Investigates the semantic organization, association, and retrieval systems of the lexicon of 13 aphasic patients (mean age = 53-9) in order to determine language difficulties. Six patients were diagnosed as Wernicke's, five as Broca's, one as Conduction aphasic, and one as a global aphasic. The 13 patients and six non-brain damaged controls (mean age = 48-1) participated in a lexical decision task in which 90 test words were preceded by semantically related and unrelated real words or nonword primes. In addition to the lexical-decision task, respondents indicated if 30 pairs of words presented orally and visually were related or unrelated. A two-way repeated measures ANOVA revealed that groups differed in overall Response Time latency. Wernicke's aphasics performed similar to normals and Broca's-Conduction aphasics, showing significantly shorter latencies in making real-word identifications when the real word was preceded by a semantically related word. In addition, both superordinate and coordinate associates showed semantic-priming effects. Performance on the semantic-judgment task showed significantly more impairment in the aphasic than in the normal control group. The researchers suggest that aphasics with even severe language impairments retain stored semantic information that may be automatically activated, yet is inaccessible to conscious semantic decision during metalinguistic tasks.

ROTHI, LESLIE J., & HEILMAN, KENNETH M. Alexia and agraphia with spared spelling and letter recognition abilities. *Brain and Language*, January 1981, *12*, 1-13.

Presents a case report of a 58-year-old, right-handed man who suddenly developed an unusual alexia with agraphia. He was admitted to the Gainesville Veteran Administration Medical Center with right-side numbness and a weakness. He appeared to be confusing family names, slurring speech, and not writing properly. Upon admission, his speech production was of normal fluency and he was able to read simple words, but had difficulty with sentences. He named each letter aloud before reading the word. Although he was agraphic, his oral spelling ability was preserved. When writing, he produced well-formed graphemes that were inappropriate to the desired word. During the second week, although some speech and language difficulties had resolved, the patient continued to display marked reading and writing difficulties. Thirty-two words selected from the Sullivan Reading Program were used to develop tasks requiring spelling aloud, spelling using letter tiles, copying, writing, reading aloud, and naming words spelled aloud. The patient accurately spelled aloud, but had difficulty writing the same words. Copying and using letter tiles were more accurate than writing to dictation, but less accurate than oral spelling. The patient read aloud single words with 80% accuracy, but he continued to use a letter-naming strategy. He could name words orally spelled to him, spell aloud, or read words for which there was not a direct grapheme-to-phoneme correspondence (e.g. knife). The researchers propose that a graphemic feature analysis area used in writing was not functioning or did not have access to the area of visual word images. Therefore, the patient used an ideographic letter-naming strategy to verbally circumvent his disability and gain access to the area of visual word images.

Huber, Walter, & Gleber, Jochen. Linguistic and nonlinguistic processing of narratives in aphasia. *Brain and Language*, May 1982, *16*, 1-16.

Asks four groups of aphasic patients and one group of normal controls to construct narratives from an unordered set of pictures and from an unordered set of corresponding sentences. The aphasic groups were samples of the four major clinical syndromes of aphasia: global, Wernicke's Broca's, and amnesic aphasia. Normal controls were patients from neurological wards having no signs of an involvement of the central nervous system. There were 18 subjects in each group. Three versions of a test, one pictorial and two verbal, were administered. In all versions, the unordered elements of a story (pictures or sentences) had to be rearranged in correct order. Of the two verbal versions, one had high linguistic cohesion and one low linguistic cohesion among sentences. Additionally, the *Token Test* and a sentence-to-picture matching test with either descriptive or nondescriptive stimulus sentences were given. Aphasic patients made relatively more errors on the verbal version and right-hemisphere patients on the pictorial version. High versus low linguistic cohesion had no differential impact except for normal controls and amnesic aphasics. Various correlation patterns were found between the *Token Test* and the sentence-to-picture test and the *Scrambled Story Test*.

Gallaher, Alan J., & Canter, Gerald J. Reading and listening comprehension in Broca's aphasia: lexical versus syntactical errors. *Brain and Language*, November 1982, *17*, 183-192.

Investigates the nature of the comprehension deficit in agrammatic Broca's aphasia and attempts to determine if the deficit is qualitatively similar across receptive language modalities. Subjects were six male and four female with left hemispheric brain damage due to cerebrovascular accidents (N = 8) or head injuries (N = 2). They ranged in age from 32-71 and their educational levels ranged from 7 to 19 years. Two 12-stimulus sentence tests were developed for the study: the *Auditory Comprehension Test* and the *Reading Comprehension Test*. Sentence stimuli were of the form, *the + N + is/are V + ing + the + N*. Sentences contained 12 different verbs (identical on both tests) and 31 different nouns (one-third were repeated). Subjects were to match sentences with one of four pictures: a) correct answer, b) a lexical error, c) a number error, and d) a noun-order error. Subjects selected the correct picture most frequently. The errors were usually of a subject-object reversal. Number errors were less frequent, and subjects infrequently selected a change in a major lexical item. The pattern was true of both types of sentences.

Caramazza, Alfonso; Berndt, Rita Sloan; & Basili, Annamaria G. The selective impairment of phonological processing: a case study. *Brain and Language*, January 1983, *18*, 128-174.

Reports an extensive case study of a 44-year-old, college-educated male aphasic with fluent speech and a markedly superior comprehension of written verses auditory comprehension. The patient was followed for several years and appeared to be almost totally incapable of understanding spoken words but performed well with written language. Audiological testing revealed that hearing was within normal limits, with a mild loss in the left ear. His performance on a test asking him to identify 10 environmental, nonspeech sounds was perfect, thereby ruling out the possibility of auditory agnosia. Performance on a measure of acoustic identification and discrimination with synthetic speech sounds revealed a major impairment. However, his ability to discriminate natural speech vowels and consonants was found to be nearly perfect on one task but poor on two other identification tasks. Various lexical processing tasks suggested that his lexicon was unimpaired. In one task requiring the oral reading of 175 words and 30 nonword letter strings, the patient had great difficulty with both tasks. Some of his error patterns were similar to that of deep dyslexics but others were not. He showed near-perfect ability to discriminate visually presented words from nonwords, he could understand written words, and he understood written sentences when he could rely on lexical semantic constraints to reconstruct the meaning. Additional testing led to the hypothesis that the patient suffered from a phonological processing deficit that affected performance in all tasks requiring the generation of a phonological code.

RAUSCH, REBECCA. Lateralization of temporal lobe dysfunction and verbal encoding. *Brain and Language*, January 1981, *12*, 92-100.

Investigates the contribution of encoding deficits to verbal-learning difficulties known to be associated with temporal lobe dysfunction. The false recognition paradigm was employed in both visual and auditory modes. This paradigm requires the serial presentation of words, some of which have been presented earlier in the list. The assumption of the task is that the relationship, if any, of a falsely recognized word to previous words reflects the level of encoding. Three adult subject groups were used: patients with left temporal lobectomies (LTL), patients with right temporal lobectomies (RTL) and normal control (NC) subjects with no history of neurological disorder, matched in age to the patient groups. A 60-item word list consisted of words with the following relationship to previously presented words in the list: a) six words which represented a category of a previous word (doll-toy); b) six words highly associated (black-white); c) six words acoustically related (boat-coat); d) six neutral words with no obvious relationship to previous words; and e) six words actually repeated. On both auditory and visual tasks, LTL patients made significantly more false-recognition errors than the other subjects on related, but not unrelated, test words, indicating that LTL patients can encode verbal material and that a breakdown in information processing occurs at a later stage. On the auditory tasks, RTL patients did not differ from the NC subjects. However, on the visual tasks, RTL patients made fewer false-recognition errors than LTL and NC subjects. Possible explanations of RTL performance were offered as due to a reduced encoding of the visual attribute of the verbal material or difficulty in influencing the familiarity values associated with words.

ZAIDEL, ERAN, & PETERS, ANN M. Phonological encoding and ideographic reading by the disconnected right hemisphere: Two case studies. *Brain and Language*, November 1981, *14*, 205-234.

Reports results of five experiments with two disconnected right hemisphere (RH) patients to determine whether the disconnected RH reads ideographically by accessing the meaning of a word directly from the orthography without an intermediate phonological recoding step. The patients had undergone complete cerebral commissurotomy for relief of intractable epilepsy; each RH was mute, but was determined to have some receptive language skills. The tasks of the experiments required the patient to match pictures and spellings of homonyms and rhymes. In parallel, some of the same tests were administered to normal children between the ages of three and six to gauge the developmental course of metalinguistic abilities to separate a concept into its meaning and its sound. The first experiment determined the ability of the disconnected RH to recognize homonyms from their pictures; the second looked at the recognition of rhymes from pictures; the third required phonetic recoding to match a printed meaningful word with a picture of its rhyme; the fourth required phonetic recoding and matching of printed rhymes independently of orthographic similarity; and the fifth experiment tested grapheme-to-phoneme correspondence through the identification of nonsense rhyming words. The major result of the investigations was true of both patients: the RH can read without being able to evoke the "sound image" of the spelled word. These disconnected RHs could point to picture referents of spelled words, but could not point to spelled words that rhyme. The researchers claim that the disconnected right hemispheres read ideographically, without phonemic recoding and that this reading is based on gestalt pattern matching rather than serial feature detection.

Nolan, Karen A., & Caramazza, Alfonso. Modality-independent impairments in word processing in a deep dyslexic patient. *Brain and Language*, July 1982, *16*, 237-264.

Does an intensive case study of the language abilities of one deep dyslexic patient, a 57-year-old male who had suffered a left cerebrovascular accident resulting in a right-sided hemiplegia and a moderate, predominantly expressive aphasia with moderate dysarthria. He was asked to read aloud 430 words and 174 pronounceable nonwords, typed in uppercase letters and presented on individual cards. The patient was almost totally unable to respond correctly to any word of more than two syllables; therefore, a second list containing one-syllable words and including 50 functors, 25 concrete nouns, and 25 abstract nouns was presented. Additional data collected included comprehension of written words, lexical decision tasks, context effects in oral reading, tests of phonological processing, tests of short-term memory, and the *Boston Naming Test*. There were marked similarities in the patient's performance across modalities. Based on their findings, the authors posit a dual-deficit model of deep dyslexia which predicts that the syndrome may occur with or without modality-specific impairments.

Michel, F., & Andreewsky, E. Deep dysphasia: An analog of deep dyslexia in the auditory modality. *Brain and Language*, March 1983, *18*, 212-223.

Presents a case study of a 45-year-old right-handed male who became severely aphasic following a fall down a staircase. He suffered two left hemisphere lesions, and, at first, oral comprehension was limited and verbal expression was an unintelligible jargon. Silent reading appeared well preserved and written expression, while often incoherent and grammatically incorrect, was fluent and informative. Although the linguistic deficit improved over the first two years, it remained stable during the next four years. Reading aloud was slow and often phonemically inaccurate. He was tested with isolated words and sentences using repetition and dictation tasks. He performed well with nouns, verbs, and adjectives, but poorly with adverbs and function words. He failed completely with nonsense words. A feature of his repetition was the frequency of semantic paraphasias. His disorder was termed deep dysphasia.

Martin, Randi C., & Caramazza, Alfonso. Short-term memory performance in the absence of phonological coding. *Brain and Cognition*, January 1982, *1*, 50-70.

Does three experiments with a 45-year-old male who had a cerebrovascular accident that resulted in a left temporoparietal lesion. The subject's language impairment was severe and showed a selective deficit in phonologica coding. The experiments examined his short-term memory. In recognition memory tests, he relied on both visual and semantic coding, and often showed an essentially normal level of accuracy. For memory sets of four function words, his performance was impaired. Retention of order information was below that of normal controls. The authors discuss the implications of these short-term memory deficits for language comprehension and production.

VI-5 Other atypical learners

Fuller, Gerald B., & Goh, David S. Intelligence, achievement, and visual-motor performance among learning disabled and emotionally impaired children. *Psychology in the Schools*, July 1981, *18*, 261-268.

Compares the performance of 38 learning disabled (LD) and 42 emotionally impaired (EI) children on intelligence, achievement, and visual-motor tests in order to select variables that best differentiate the two groups and to examine the predictive utility of these variables in relation to children's performance in academic areas. All subjects (47 males, 33 females) were diagnosed as either LD or EI by a multidisciplinary team based on Michigan mandatory special education guidelines. All subjects were tested with the WISC-R, *Wide Range Achievement Test*, and the *Minnesota-Perception-Diagnostic Test*. Age and sex were also entered into the analysis. Data were analyzed by discriminant function analysis and stepwise multiple regression. A cut-off score was derived for differentiating groups. Age and sex made the most significant contributions for predicting achievement for both groups. Preceptual-motor ability and vocabulary added independent contributions to predicting achievement for the LD and EI groups, respectively. When unstandardized regression coefficients and the constant were used to form the prediction equation, reading recognition accounted for 59% of the variance in the LD group equation and 53% in the EI group.

Mahmood, Zahid. Literacy and the chronic psychiatric patient. *Bulletin of the British Psychological Society*, January 1983, *36*, 6-8.

Surveys 245 patients in a Glasgow, Scotland, hospital, to determine their reading skills. Results showed that 28.1% of the sample, the majority of whom were psychogeriatric, could be categorized as "illiterate," with a reading age of nine years or less on the *Schonell Graded Word List*. Thirty-four percent were described as "semi-literate" with reading ages of 10 to 12 years. About 38%, with reading ages over 12-5 years, were described as "functionally literate." The author stresses that essential life skills cannot be taught to institutionalized psychiatric patients without raising their basic literacy levels, and that the incidence of illiteracy in the psychiatric population is quite high.

McKinney, James D. Performance of handicapped students on the North Carolina Minimum Competency Test. *Exceptional Children*, April 1983, *49*, 547-550.

Addresses issues related to the performance of handicapped students on the Fall 1978 North Carolina minimum competency tests. A sample of the 705 handicapped students (educable mentally handicapped, learning disabled, visually impaired, hearing-impaired, multiply handicapped, and "other") completed a two-page survey designed to gather information about the testing experience. Interviews (N = 50) were conducted with special education teachers and administrators in 15 high schools. Survey results indicated a great deal of variability associated with conditions of test administration, especially with respect to the school personnel (classroom teacher, special education teacher, administrative staff) testing the students. Use of various test modifications (e.g., extended time/sessions, small group administration, audio cassette administration) varied across educational districts in the state and with the type of school personnel giving the test. Two factors, personnel administering the test and use of test modifications, were differentially associated with test performance of the various handicapped subgroups. Interviews revealed widespread support for competency testing of handicapped students, yet respondents were divided on the use of test modifications. Implications related to competency testing of special populations are discussed.

STACKHOUSE, JOY. An investigation of reading and spelling performance in speech disordered children. *British Journal of Disorders of Communication*, September 1982, *17*, 53-60.

Compares the reading and spelling peformance of 10 children with developmental verbal dyspraxia and 10 children with cleft palate with two control groups, matched for age, sex, and SES. The dyspraxic children ranged in age from 7-3 to 11-3 with diagnostic characteristics that included expressive speech disorder and inconsistent articulatory patterns. Oral dyspraxia and diadochokinetic rate difficulties were also noted. In all cases, the cleft palate children, aged 6-8 to 11-4, were receiving speech therapy and were matched to the dyspraxic group for severity of speech difficulty and resulting unintelligibility. Each child was administered standardized reading and spelling tests and a test of nonsense words, some of which were phonemic matches. Both quantitative and qualitative analyses were performed. Results of t-tests indicated significant differences between the dyspraxic children and their controls on all three measures, but no differences between the cleft palate group and its control. A Spearman rank correlation revealed no significant correlation between Reading Age score and non-word matching for the dyspraxic group, indicating their difficulty with grapheme-phoneme conversion. Qualitative analyses revealed illogical errors for the dyspraxic group.

ROVET, J., & NETLEY, C. Processing deficits in Turner's syndrome. *Developmental Psychology*, January 1982, *18*, 77-94.

Presents the results of three separate experiments that investigated the performance of Turner's syndrome subjects on spatial and verbal tasks. Turner's syndrome is an abnormality of sex chromosomes; in particular, girls with Turner's syndrome (TS), lacking one x sex chromosone, consistently demonstrate lower spatial than verbal ability. The first experiment was designed to determine whether 31 TS subjects with a mean age of 16-8 use the same strategy as 31 normal females when solving spatial problems, as well as to identify the source of the processing deficit in TS. In addition to individual intelligence tests, each subject was presented a rotation task requiring judgments about the similarity in shape of pairs of three-dimensional block-like figures. Results showed that TS subjects were less accurate and slower than controls on the rotational task. The second experiment compared 23 TS subjects (mean age = 15-4) and 23 matched controls on a sentence-verification task, requiring subjects to judge the truth or falsity of sentences of varying grammatical complexity in relation to pictures. No differences were observed between the groups, with the exception being that the reaction times of the TS subjects were significantly longer. The third experiment replicated the tasks of the first two with a pair of twins, aged 12-5 years, one of whom had TS. The TS twin performed more poorly on the mental rotation task, but not on the sentence verification task. Results are discussed in terms of specific processing deficits and the role of biological factors that contribute to these deficits.

WATERHOUSE, LYNN, & FEIN, DEBORAH. Language skills in developmentally disabled children. *Brain and Language*, March 1982, *15*, 307-333.

Compares the language skills pattern of autistic and other mentally disabled children from eight New Jersey and three Boston schools with 234 normal children in a series of three experiments. In Experiment 1, 63 children with an average age of 10, and on whom adequate histories could be obtained, were administered language measures of receptive and expressive vocabulary, storytelling, and immediate verbal memory, as well as two perceptual tests. There were no significant differences between the diagnostic groups, except that autistic children performed a bit more poorly on all tasks and significantly worse on Matching Figures. There were no significant differences on any of the variables for any classification: autism, childhood schizophrenia, or other severe disturbance. In Experiment 2, 83 developmentally disabled children were compared with three control groups of normal children, one matched for chronological age (N = 77), one for mean length of utterance (N = 74), and one for performance on one of the perceptual tests (N = 83). When compared with normal children, many of the language skills of the entire group of disabled children, and of the autistic children alone, were rather evenly delayed, showing only a relative deficit on immediate verbal memory and only a relative sparing of the naming function. Experiment 3 compared the ability of teachers to discriminate the stories of disturbed and young normal children's stories when printed on cards. Experienced special-education and early-childhood teachers could not discriminate the stories of the disabled from those of young normal children. Analysis of the disabled children's error strategies, however, revealed features of their language not found in normal children's language: 1) extreme perseveration in test answers and stories; 2) attention to minor features of test stimuli; and 3) failure to adopt alternate responses.

Appell, Julian; Kertesz, Andrew; & Fisman, Michael. A study of language functioning in Alzheimer patients. *Brain and Language*, September 1982, *17*, 73-91.

Assesses the linguistic functioning of 25 patients drawn from the psychogeriatric unit of a psychiatric hospital and diagnosed clinically as suffering from Alzheimer's disease. Language performance was assessed by means of the *Western A[illegible]sia Battery*. Mean age of subjects was 67. All subjects fell within the aphasic classification to some degree, with at least half showing a marked to severe language impairment. As a group, they differed from normal controls on all language variables, and from stroke patients in terms of higher fluency and lower comprehension. Extent of language impairment correlated with current length of hospitalization but not age. Reading, writing, and performance scores except praxis, were lower than oral language scores.

Journals Monitored for the Annual Summary

AEDS Journal
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Academic Therapy
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Adolescence
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Adult Education Quarterly
Alberta Journal of Education Research
American Annals of the Deaf
American Behavioral Scientist
American Cartographer
American Education
American Educational Research Journal
American Journal of Community Psychology
American Journal of Education
American Journal of Mental Deficiency
American Journal of Ophthalmology
American Journal of Optometry and Psychological Optics
American Journal of Orthopsychiatry
American Journal of Psychiatry
American Journal of Psychology
American Journal of Sociology
American Psychologist
American Quarterly
American Sociological Review
American Speech
Applied Ergonomics
Applied Psycholinguistics
Archives of Ophthalmology
Arithmetic Teacher
Arizona English Bulletin
Arizona Reading Journal
Australian Journal of Education
Australian Journal of Psychology
Australian Journal of Reading
Australian Library Journal
Australian Psychologist
A-V Guide
Behavioral Science
Behavioral Science Research
Brain: A Journal of Neurology
Brain & Cognition
Brain & Language
British Journal of Disorders of Communication
British Journal of Educational Psychology
British Journal of Educational Studies
British Journal of Educational Technology
British Journal of Educational Technology
British Journal of Mental Subnormality
British Journal of Psychiatry
British Journal of Psychology
British Journal of Sociology of Education
Bulletin of the Orton Society
Bulletin of the British Psychological Society
Bulletin of the Psychonomic Society
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California Reader
Canadian and International Education
Canadian Journal of Behavioral Science
Canadian Journal of Psychology
Canadian Library Journal
Canadian Modern Language Review
Canadian Psychology
Cartographic Journal
Change
Child Development
Childhood Education
Child Psychiatry and Human Development
Children Today
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Chronicle of Higher Education
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Communication Quarterly
Communication Research
Community Junior College
Comparative Education
Comparative Education Review
Comprehensive Psychiatry
Computers and the Humanities
Connecticut English Journal
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Education and Urban Society
Education Canada
Education Digest
Education of the Visually Handicapped
Education Libraries Bulletin
Education, U.S.A.
Educational and Psychological Measurement
Educational Communication and Technology Journal
Educational Forum
Educational Gerontology: An International Quarterly
Educational Horizons
Educational Leadership
Educational Psychologist
Educational Record
Educational Research
Educational Research Quarterly
Educational Researcher
Educational Review
Educational Studies
Educational Technology
Elementary School Journal
English Education
English in Australia
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English Language Teaching
Ergonomics
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French Review
Gazette: International Journal for Mass Communications Studies
Genetic Psychology Monographs
Harvard Educational Review
High School Journal
Higher Education - Amsterdam
Higher Education and Research in the Netherlands
Higher Education Review
History of Education
History of Education Quarterly
Horn Book Magazine
Human Development
Human Factors
Illinois Reading Council Journal
Illinois School Research and Development
Imagination, Cognition & Personality
Indian Educational Review
Indiana Media Journal
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International Journal of Psychology
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Irish Journal of Education
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Journal of Advertising
Journal of Advertising Research
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Journal of American Optometric Association
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Nation's School Report
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